

# Elm Street Kidz Club

Inspection report for early years provision

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**Unique reference number** 311356  
**Inspection date** 13/01/2009  
**Inspector** Jane Hughes

**Setting address** Skelmanthorpe Nursery School, Elm Street, Skelmanthorpe,  
Huddersfield, HD8 9DZ  
**Telephone number** school 01484 222 936  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Elm Street Kidz Club opened as an out of school club and play scheme in 1992. It operates from two rooms within the Elm Street Nursery School in Skelmanthorpe, near Huddersfield. There is a fully enclosed outdoor area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club serves the local area. A maximum of 24 children, from the age of four years old up to eight years old, may attend at any one time. There are currently 43 children registered with the setting. Children attend for a variety of sessions. The out of school club opens five days a week during school term time. Sessions are from 15.30 until 18.00. The play scheme sessions are from 08.30 until 18.00 during school holidays. The club is managed by a committee of parents. The club employs four members of staff, three of whom have appropriate early years qualifications. The setting supports children from a variety of heritages and also children with learning disabilities. Access to the setting is down a flight of concrete steps.

## **Overall effectiveness of the early years provision**

The setting meets the individual needs of all children in the Early Years Foundation Stage (EYFS) satisfactorily. The overarching aim of the setting is for children to relax and have fun after the school day and they do this. Although staff plan and record activities for the holiday scheme, they do not use this system for after school sessions. Practitioners informally monitor children's activities while they attend the setting, but do not record what children learn or how they develop. Staff have daily contact with other early years providers, but there is little exchange of information about what children know, understand and can do. The setting demonstrates a satisfactory capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- evaluate the effectiveness of activities in a more structured way
- develop systems to monitor and record children's learning and development
- improve the quality of information given to other settings.

## **The leadership and management of the early years provision**

The setting runs smoothly and staff understand their roles and responsibilities. They work well together and practitioners study for further qualifications when funding allows. There are clear procedures for the induction of new staff. Satisfactory but informal self evaluation, centres on staff reflection during management committee meetings. There has been sound improvement since the last inspection.

Staff establish satisfactory partnerships with parents. Practitioners gather parental opinions informally through daily discussion. There is effective communication with regard to children's welfare, so that practitioners provide appropriate support for individual children. Parents make up the management committee of the club and staff value their involvement. For example, they recently secured the financial viability of the club, with the support of the local authority. The setting establishes daily links with other early years providers as they collect children. There are occasional discussions about a child's welfare and more specific follow up through, for example, home school diaries for children with special needs. However, practitioners do not regularly share information about children's learning and development with other providers, to help keep track of their progress.

There are secure systems to safeguard children. Appropriate vetting checks ensure that adults are suitable to work with children. Adults pay due regard to equality of opportunity and ensure that all children, whatever their individual needs, can participate in the activities on offer.

## **The quality and standards of the early years provision**

The setting provides satisfactory opportunities for children to develop their skills across all the areas of learning, but particularly their social and physical skills. However, there are no systems to evaluate the impact of the activities on children's learning. Similarly, practitioners do not formally track or record children's learning and development whilst at the setting, although they can talk about children's individual needs. Children busy themselves in different parts of the setting from the moment that they first arrive. They decide where they wish to play and work and the enabling environment helps them to develop increasing levels of independence. As a result, children have fun, they consolidate their skills and they find things out for themselves. Staff provide learning opportunities both inside and in the large and secure outdoor area, to which children have access once the evenings stay light. Practitioners support children's personal, social and communication skills, as they chat easily together over the course of the session. Snack times are convivial and children sit and eat happily. Practitioners take time to talk with and to listen to the children. In their turn, children take notice of what adults say to them and behave well.

Parents confirm that their children are happy at the setting. Each child has a key worker, who maintains contact with parents and carers. Staff support children's safety well through regular risk assessments, which identify and minimise potential hazards. Children participate in regular fire drills and learn how to keep themselves safe. Staff provide opportunities for children to choose healthy options at snack time, such as fresh fruit or raw vegetables. Many prefer to have toast with different toppings, along with a soft drink or water. Children enjoy using the soft play equipment inside and this provides suitable physical exercise and challenges during sessions. Children collaborate during activities, such as role play and they enjoy team games outside. These help the children to develop appropriate skills for the future. They share and take turns with resources, such as the games consoles.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.