

Scissett Kids Club

Inspection report for early years provision

Unique reference number EY315158
Inspection date 21/01/2009
Inspector Kate Pringle

Setting address Scissett C of E First School, Wakefield Road, Scissett,
Huddersfield, HD8 9HR
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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

Scissett Kids Club opened in 2002. It moved to the present location in 2005. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management group, along with a holiday play scheme, which takes place in a nearby church. It operates from two rooms in Scissett Church of England First School in the village of Scissett, outside Huddersfield. The club is registered to provide care for 32 children, from three years old up to eight years old. Currently there are 49 children on roll, including children over the age of eight years old, who attend the school. The club is open five days each week, during school term times from 07.45 to 08.45 and 15.15 to 18.00. Children attend for a variety of sessions each week. The club employs six staff, including the manager and relief workers. All full time members of staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The after school club demonstrates good provision for children in the Early Years Foundation Stage (EYFS). Staff have a good knowledge of the individual needs of children and they create a busy environment where all are included, their welfare and good health are priorities and as a result, children feel safe and secure. Parents value the setting and the opportunities it gives, to extend friendships across age groups. Leaders ensure that children learn about how to grow up safely and healthily and they provide well planned opportunities to develop children's personal, creative and physical skills. The setting runs smoothly on a daily basis. Documentation to safeguard children is robust, however, not all information about this and other areas relating to children's welfare, is recorded according to requirements. The setting demonstrates a satisfactory capacity for improvement, although there is an awareness of areas of strength and weakness, there are no systems at present to evaluate its success. Communication is good with the EYFS provision within the school.

What steps need to be taken to improve provision further?

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

- record information about staff recruitment according to requirements
- develop formal systems to assess and record the strengths and weaknesses of the setting
- develop bound records for the allocation of medicines, recording of incidents and the provision of first aid given.

The leadership and management of the early years provision

The setting is very well organized and the manager is supported strongly, by an enthusiastic team who meet regularly, to consider the future planning of the

provision. All documentation is well established, to ensure that the needs of children and staff are well met, although the recording of procedures relating to medicines, incidents and first aid does not fulfil present recommendations. Recruitment procedures are robust, however, presently the recording of this information does not comply with requirements. Risk assessments for the setting are evident and obviously effective, as children practise their understanding of procedures. For example, only staff open the doors to admit those collecting children. The management of the security of the setting is very effective.

Parents enjoy good relationships with the leaders of the setting. They access a range of information and they speak positively of their welcome and the way staff relay concerns and achievements to them. They particularly appreciate the close links with the school, as the setting provides an additional line of communication for parents who are not able to meet with teachers, due to work commitments.

Staff are well qualified and access appropriate training to extend their professional development. They work well together to improve the provision for the welfare of the children in their care. The team is aware of the changes required by the new EYFS framework and of the need to establish clear steps in learning, as well as the monitoring of achievement. The committee which runs the setting meets regularly, to review how best to give it support and there are positive partnerships with all of the full time employees, who join in these meetings. There is continual movement to improve and develop the provision, but leaders do not yet quantify the strengths and weaknesses of the setting or document them sufficiently well, to guide future improvements.

The quality and standards of the early years provision

Staff use the setting's allocated areas well and provide access to a good range of activities, both inside and out. The varied opportunities, for example, baking, creative work, ball skills, balancing and climbing, all help the children to make good progress in all areas of learning. Children enter the setting confidently. They select from a good variety of resources and quickly settle to their activity of choice. The recent development of a Children's Committee has been well received by the children. Although in its very early stages, they are aware of their individual responsibilities and the opportunities that this will provide for them to have a voice in activities and future improvements. The provision to develop such levels of independence, enables children to acquire good skills for their future success. Staff have high expectations of behaviour and as a result, there is a positive and friendly atmosphere. Children behave well as they share resources and take turns. Older children interact well with younger ones and they play together well, bridging different age groups.

Staff listen carefully and take account of the children's preferences. They address worries and concerns quickly and successfully. As a result, children say that they enjoy coming to the club, they feel safe and they feel secure. There is a very clear shared understanding, to promote healthy and safe practices. Children are aware of areas of risk and behave accordingly. They choose from a selection of healthy snacks and pay good attention to, for example, washing their hands before making

chocolate crispies. Staff plan carefully together, to provide a good range of activities for children to join in. They are at the early stages of monitoring how well individual children achieve and how best to challenge their future learning. Staff make sure that there is a difference in what is provided, compared to that experienced within school time and there is a strong accent on the freedom to relax after a day in school.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.