

Gilthill Kids Club

Inspection report for early years provision

Unique reference number	EY256829
Inspection date	14/01/2009
Inspector	Alan Wiggins
Setting address	Gilt Hill, Kimberley, Nottingham, Nottinghamshire, NG16 2GZ
Telephone number	01302 711443
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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

Gilthill Kids Club was registered in 2003. It is one of a number of similar schemes provided by JPAC Ltd and operates from designated rooms within Gilthill Primary School, Nottinghamshire. The rooms are on the ground floor and are accessible to users who have disabilities. The setting can also support children who have learning difficulties and/or disabilities or who have English as an additional language. The school grounds are used for outside play and the school hall for physical activity when the weather, or early evenings prevents children from going outside. The club is open to children who attend Gilthill Primary School and operates from 15:30 until 18:00 during school term times only.

The club is registered to care for a maximum of 16 children under eight years of age at any one time. Currently, there are 37 children aged from four to 11 years on roll. The club is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Children have different patterns of attendance. There are three staff who work regularly with the children and a fourth is available should she be required. All staff have appropriate early years qualifications. Access for parents to collect their children is by an outside door which is kept locked.

Overall effectiveness of the early years provision

The needs of all children are met because the manager and staff know the children well and provide them with a wide range of exciting and enjoyable activities. As a result, children choose activities that interest them and because of this and the skilful support of the staff, make good progress, through working and playing happily together, with no one left out. The manager and staff are alert to pupils' emotional welfare, noticing if someone is unhappy and providing support and understanding. The club uses a thorough system of self-evaluation and, because of this, knows its strengths and where provision could be improved. As a result, it has made very good progress since it was last inspected and shows a strong capacity for further improvement in the future.

What steps need to be taken to improve provision further?

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

- meet regularly with staff from the EYFS of the school
- put in place a procedure to gather the views of parents and carers

The leadership and management of the early years provision

After a period of staffing instability, the owners have appointed a manager who took charge of the club in September 2008. As result of her leadership and a supportive team, there is a clear sense of purpose. The club uses an effective

system for identifying its strengths, weaknesses and improvements it seeks to make. This approach gives the staff a clear direction. The manager realises that this is in its infancy, but it is evident that the club has the ability to continue to improve the quality of its provision. This is shown through the way it has improved since its last inspection in 2008, with the two action points being quickly met. One parent commented on how much better things were in recent months. She was particularly pleased with the stability in staffing and impressed with the quality of the healthy food choices which are available. Clear communication with parents provides them with a good understanding of how the club is run and what happens to their children when they are there. However, there is no formal system for gathering parents views on how well the club is working and what developments they would like to see. There is an emphasis on involving children in the decision making. Discussion on how children should behave resulted in them writing and publishing rules for the club. Furthermore, staff regularly ask the children what they would like to do, for one of the daily activities. These approaches give children real a sense of ownership and responsibility. The club welcomes all children and the staff work hard in meeting their varying needs. Liaison with the Early Years Foundation Stage staff in the main school is satisfactory but there is no regular programme of meetings which would aid transition across the settings. Resources are managed well. The club provides a wide range of play based activities, which support the children's education well.

The children's safety is paramount and the policies and systems to ensure this are known and followed by all staff. This is particularly so with Child Protection procedures. Staff carry out risk assessments on a daily basis and act upon issues that arise. For example, they identified plug sockets as a potential hazard and this was acted upon immediately by providing covers. As a result of the careful organisation and hard work, the club meets all the requirements for the children's health and safety and for their care and well-being. All staff have the necessary qualifications to work at the club.

The quality and standards of the early years provision

The club provides an exciting range of activities and suitable areas for children to play and relax. Staff support children sensitively by leading some activities but also by providing opportunities for them to develop their own ideas, for example in the dressing-up area. Staff encourage a sense of fun. Children are drawn into this and so the relationships between the staff and the children are very good. Children are encouraged to listen carefully, follow instructions and ask questions if they are not sure. As a result, children's learning is good. An example of this is in the role play 'shop', where a member of staff places an order by telephone. Two children work together, one on the telephone, the other putting the order together.

In this caring club, staff thoughtfully promote children's personal, social and emotional development. During the snack time, they sit together as a group and are encouraged to talk about their day and discuss an additional activity they would like to do. There is a real feeling of community as the children eat together, help clear away and take responsibility for returning equipment they take to the playground. The good social interaction between the children of different ages

develops the confidence of the younger ones. They clearly enjoy the club. This is confirmed by parents collecting their children. Children take part in the activities with great enthusiasm, such as games requiring turn-taking and are encouraged to talk about their joys and disappointments as the game progresses. When playing outside, staff teach them to put on warm clothing and to understand the reasons for this. They play energetically and exercise well. They receive a healthy balanced snack and enjoy the fruit course. Children feel safe indoors and outside. This is because the site is secure and they trust the staff who are caring for them to keep them safe and ensure that all children behave well. There is a comfortable area of cushions and a tent where the children can sit, relax and talk together. There are activities to encourage their speaking and listening and counting skills, which supports their development in areas which will be important to them in the future. Children's welfare is a high priority. The staff work hard to keep children free from infections. They observe high standards of food preparation, for example, they wipe tables with antibacterial agents and there are clear procedures for dealing with infectious diseases. Expectations for behaviour are high and there are procedures to support this. The toys, equipment and furniture are appropriate and safe and there is usually space for children to exercise outside, or in the school hall.

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.	2

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?	2
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.