

Kaleidoscope Kids Club

Inspection report for early years provision

Unique reference number

EY227002

Inspection date

29/01/2009

Inspector

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Setting address

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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

Kaleidoscope Kids Club has been registered since September 2001. It operates from a self-contained unit within the Damers First School, which is situated in Dorchester, and offers places to children who attend the school. Children have use of a main play room, kitchen and toilet facilities. They also have use of the school hall, Reception classroom and additional classrooms as required. There is an enclosed outdoor play area available. There is disabled access for both adults and children.

Kaleidoscope Kids Club is on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The club may care for a maximum of 36 children aged from four years to under eight years at any one time. There are currently 55 children on roll, nine of whom are within the early years age group. The club provides out of school care, which operates Monday to Friday, from 08:00 to 08:50 and 15:15 to 18:00, during term time only. During the autumn term, the club also offers a 'wrap around' care facility, whereby Reception class children who have started in their first term at school and attend for only half a day, can stay on at the kids club from 12:00 each weekday. A summer holiday play scheme is also provided for a maximum of four weeks during the summer holidays, according to demand. It operates Monday to Friday, from 08:00 to 18:00.

The club is run by a committee, which consists of school governors, teachers and parents. They employ a team of six staff, the majority of whom have either completed relevant childcare and play work qualifications, or are currently working towards this.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Links with the school in which the setting is situated are excellent. Highly trained staff provide outstanding care and well planned learning and development opportunities for all children. As a result, children enjoy a wide range of activities, and outcomes for their personal development, in particular, are especially good. There has been a change in leadership since the last inspection and continuous improvement is being given a high profile, therefore the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- use the Early Years Self-Evaluation Form (or some other form of recognised self-evaluation) in order to better meet the needs of individual children.

The leadership and management of the early years provision

Leadership and management are good. Although no written system is currently in place for self-evaluation the setting has recently adopted the Early Years Self-Evaluation Form and is just beginning to use it to help identify and plan further development. However, significant and thoughtful improvements have been made since the last inspection. Zones have been introduced to help children make clear choices about the activities they would like to do, for example, a quiet area for reading, a construction area and creative area. This is allowing children to have more independence and is helping to guide their choice of activity and the behaviour expected. All recommendations raised at the last inspection have been implemented. Regular staff meetings ensure that all adults are involved in constructing weekly plans for learning. A children's forum to plan activities that interest them is also in place through which the children learn that they have the right to play but the responsibility to put things away. This is making an excellent contribution to their personal development.

Adults are a very effective team and almost all are teaching assistants within the school where the setting is situated. This means that they know the children very well and form excellent relationships with them, which is particularly valuable with regard to the youngest children who receive very caring support at the end of a tiring school day. Adults are also keenly aware of the needs of pupils with learning difficulties and/or disabilities and they are really well included in all activities.

There is close liaison with parents, who speak highly of the club and remark that the children are very well looked after and thoroughly enjoy themselves. They appreciate the facility and the support it gives to the community. Links between the school and club are excellent. All aspects of safeguarding are fully in place and written policies are strictly adhered to. The involvement of the children in a risk assessment policy is most impressive and, as a result, they are very aware of how to keep safe. Clear routines are in place such as washing hands before snack.

The quality and standards of the early years provision

Children settle in quickly after school to a welcoming atmosphere where they are respected and valued. They have a sense of belonging, are well behaved and considerate towards each other as they play together and enjoy a range of fun and stimulating activities. Good links are made to a healthy lifestyle through healthy snack times and physical play. Routines have been changed with regard to the preparation of snacks and children are now fully involved and assisted in making such things as wraps and sandwiches. They choose their fillings, fruit and drink and enjoy washing up their plate and cup. When asked what they would do when finished with a chosen activity, they said 'pack it away'. Older children help younger ones and are a very good role model for them. They make such comments as 'I like it here because I have more friends here than in the classroom'. This emphasis upon their personal and social development is a strength of the provision.

Although children in the early years age group are in the minority and some activities, such as cutting and sticking to make a secret money envelope, are challenging for them, they are helped to succeed and practice their fine motor skills. Board games such as chess, the book corner and large construction are all popular. An excellent display about the senses and related activities provided an opportunity for children to experience what it might be like to be blind. They especially enjoyed an energetic game in the hall about the sense of touch, trying to play 'catch' whilst wearing large gloves. Adults introduced more challenges by mixing up the types of gloves. Photographs provide evidence of such activities as cooking, making hats, camping during the holiday club and a Halloween party. Adults place considerable emphasis on speaking and listening and intervene well to help children to develop new skills in all areas of learning whilst allowing them to choose activities that interest them. They are consequently helped to prepare for their next stages of education.

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?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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