

Scamps Kids Club Ltd

Inspection report for early years provision

Unique reference number EY342858
Inspection date 19/03/2009
Inspector Gianna Ulyatt

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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

Scamps Kids Club Limited was registered in November 2006. It operates from Cleves Cross Primary School in Ferryhill and has use of the library, the hall, the Year three classroom and associated facilities. It also uses the enclosed school playground during light nights.

The club is operated during term time and is open Monday to Friday from 08.00 to 08.55 and from 15.15 to 18.00.

The club is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 30 children aged 4 to 11 years may attend at any one time. There are currently 4 children attending within the Early Years Foundation Stage. The setting supports children with learning difficulties and or disabilities. Three permanent staff members work with the children and all hold level 3 childcare qualifications.

Overall effectiveness of the early years provision

Overall, the quality of provision is good. Scamps Kids Club successfully meets the welfare and development requirements because staff know children very well and have a close and trusting relationship with those who attend. The club welcomes all children in this safe, secure and friendly environment. Staff have a good understanding of Early Years Foundation Stage and effectively help them learn and develop. Staff attend training and discuss and implement new ideas. The setting has not yet evaluated all aspects of the provision, nevertheless staff are keen to move forward 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:

- develop ways to evaluate all aspects of provision to ensure continuous improvement
- further develop observation practices so the information can be used to plan specifically for children in the EYFS.

The leadership and management of the early years provision

Staff are appropriately qualified and well deployed. They work well together as a team, plan interesting activities, play alongside children and provide good levels of support for those who attend. Relationships with parents and carers are good and staff exchange verbal information on a daily basis. Staff who work at the club, also work in the school therefore there is a good flow of two-way information between the club and children's teachers. Staff know the topics that children are learning in school and provide activities to further enhance learning. For example, children create a road layout with markings and roundabouts from paper and this extends

their learning about transport in school. Staff have good knowledge about children and ensure their individual needs are met. They have had recent relevant training and are putting new directives into practice. Following the last inspection, there is written permission for children seeking emergency treatment. Furniture and cushions are available for relaxation and Ofsted contact details are clearly displayed. Staff evaluate some aspects of the provision through discussion and actions taken are appropriate for children's needs. However, planning remains somewhat ad hoc rather than strategic.

Daily risk assessments ensure hazards are reduced so children play safely and enjoy their time at the club. The club's operational practice and regulatory responsibilities are all clearly explained in written policies and procedures to ensure positive outcomes for children. The recruitment policy ensures that all staff are vetted for their suitability and systems for retrieving information from Central Record Bureau documents are rigorous.

The quality and standards of the early years provision

Staff use their good knowledge and understanding of the Early Years Foundation Stage to help children learn and develop. They create a warm and friendly environment where children feel equally valued. They play alongside children and encourage their learning. Staff observe children well. They write observations and most recently have begun to regularly photograph children's responses to activities. Planning focuses on children's suggestions as well seasonal and related festivals. However, the information gained through observations is not used sufficiently to plan for specific needs of children. Nevertheless activities interest children and improve their concentration. The library walls are decorated with children's creative work and areas are dedicated to display their models. This makes children proud of their achievements because their efforts are valued. The club has a good range of age-appropriate resources and equipment. Older children take good care of younger ones and are very protective of them. They play well with helping them play a full and active part in games and activities. They engage them in challenging and appropriate conversation. This helps younger children feel very safe and secure because they gain in confidence by playing with older children and learn new vocabulary. They learn to share resources and to take turns while at play.

Children have access to writing materials and attempt to write their name and other words on greetings cards. Writing is sometimes included in their art work. Other resources including glue spreaders and small construction equipment promote fine motor skills. There are books available and soft, comfortable cushions for children to relax as they browse. Staff provide games to encourage children's mathematical skills, but these are less well attended, due to limited planning.

Children learn that exercise is good for you when they play ball games in the hall. They enjoy playing a range of games with hoops, ropes and balls outside. Here they have plenty of fresh air, good physical exercise and build up an appetite for the healthy fruit and drink snack provided. Breakfast is healthy and nourishing. Children are well supervised at all times and learn how to keep themselves safe.

Behaviour is extremely good. Older children are excellent role models and staff actively encourage all to play amicably together. Children try particularly hard to receive the termly 'Best Behaviour' award and a special gift. Children become increasingly familiar with their immediate surroundings and their place within the school community.

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?	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?	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

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 registration.

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.