

# Kids Time Club

Inspection report for early years provision

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**Unique reference number** 221967  
**Inspection date** 26/02/2009  
**Inspector** David Wynford Jones

**Setting address** Somersham Primary School, Parkhall Road, Somersham,  
Huntingdon, Cambridgeshire, PE28 3EU

**Telephone number** 01487 842225

**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

Kids Time Club is run by a voluntary committee. The club opened in 1997. It is based in a temporary building in the grounds of Somersham County Primary School and operate during term time only. The breakfast club runs each weekday from 7.45 to 9.00 and the after school club from 15.15 to 17.45.

There are currently 64 children aged from four to under 11 years of age on roll. However, not all attend every session. This is because a maximum of 32 children may attend the breakfast or the after-school school club at any one time. Children come from the local and surrounding community. All attend Sommersham CP School.

The clubs are able to support children with learning difficult and/or disabilities and those who are learning to speak English as an additional language. There is suitable access for children and adults with physical difficulties. All children have the use of a secure enclosed outdoor play area.

The Kids Time Club employs six members of staff. Three attend the breakfast session and four are present for the after school club. Four of the staff, including the manager, hold appropriate early years qualifications.

The Kids Time Club is registered on the Early Years Register and on the compulsory and the voluntary parts of the Childcare Register. The club receives support from the local authority.

## Overall effectiveness of the early years provision

Provision at the Kids Time Club is good and it effectively meets the needs of children in the Early Years Foundation Stage. The setting has good capacity for further improvement because it is well led. Good leadership and effective team work ensure that inclusive practice prevails and all children are included, happy and well cared for. As a result, the children want to attend, and enjoy the time with their friends. They play well together in the classroom and in the playground. They make particularly good progress in their social and physical development.

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

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

- embed the procedure of assessing and recording the children's attainment in order to plan activities which further challenge and extend their learning
- ensure planning focuses on what the children are going to learn rather than what they are going to do
- evaluate more rigorously the impact of the activities on children's learning and their rate of progress
- promote links with the primary school to ensure there is a greater exchange

of information on the strengths and needs of individual children

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

The Kids Time Clubs is well led and managed. The capacity for further improvement is good. This is because the manager has a good understanding of the setting's strengths and areas for development. The issues identified at the last inspection have been tackled effectively. Staff are in the process of undertaking a detailed self-evaluation of provision. Work to date indicates they have an accurate view of the strengths and areas for development. For example, they want to embed the recently introduced system for assessing and recording the children's attainment and progress. However, staff do not routinely analyse the impact of initiatives and activities on children's learning.

All relevant policies are in place and are reviewed at the half-termly staff meetings. Procedures for safeguarding children meet requirements. There is a named member of staff who manages the support of children with learning difficulties and/or disabilities and ensures that everyone is included in the range of activities undertaken during each session. There are suitable plans in place to update staff's skills in supporting children with learning difficulties and/or disabilities. Routine risk assessments are thorough and undertaken on a regular basis. The safety and welfare of the children has a high priority. Staff are consistently vigilant but especially at the start and end of the sessions. There are good signing in and checking procedures. Any unexplained absences are followed up swiftly. At the end of the after school club the children are handed over safely to the named person.

Links with parents are good. Systems for communication, including informal dialogue and by newsletter are firmly embedded. Staff seek to involve the parents in developing the provision and to solicit their views. The manager sends out an annual parental questionnaire and responds promptly to the few developmental comments. Overall, parents are very happy with the provision. They appreciate the regular contact with members of staff at the start or the end of sessions. They feel that their children are safe and well cared for and enjoy attending the sessions.

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

Relationships between adults and children are good. Strong links are fostered as the children quickly develop their relationships with their key worker. Staff place great importance on ensuring the safety and welfare of the children. As a result, the children behave well. They are polite and enjoy the sessions. They happily turn to any member of staff if there are any concerns. Occasional accidents are dealt with professionally because all members of staff have first aid qualifications. Records are maintained so all are aware of how accidents are handled. Children understand and are familiar with safety routines, such as signing in and out and for fire evacuation. They say they feel safe within the setting.

There is a good structure to the breakfast and after school club sessions. Following registration the children settle quickly to a healthy snack and take the opportunity

to discuss the day's events and to plan activities with their friends. This promotes their social development and independence effectively. Discussions with the children clearly demonstrate that they know about the importance of personal hygiene, have a good understanding of healthy eating and the importance of taking regular physical exercise.

Children are provided with a wide range of opportunities which successfully promote their development across the six areas of learning. Staff ensure that children with learning difficulties and/or disabilities are fully included in all activities. Daily planning clearly identifies an adult-led activity with a wide range of choice of child-initiated activities. However, planning tends to identify on what the children are 'going to do' rather than what they are 'going to learn'. As a result, staff and children are unclear about the educational purpose of the activity.

A good range of equipment is available for the children to use and enjoy. This includes small games and construction equipment, computers, reading books, music instruments and materials for creative activities such as collage making. This is supplemented by an array of outdoor equipment such as bikes, scooters, balls and other small games apparatus. The children are able to bring their own toys to augment the options available. All treat the club and their peers' property with respect. They share and play sensibly together. Displays reflect the emphasis placed on promoting the children's social skills, the enjoyment of creative activities, and understanding of healthy eating. The promotion of the children's communication skills and their understanding of problem solving, reasoning and number is undertaken effectively as the adults talk with the children while they play with games or create models.

The children are encouraged to make a positive contribution to the community by taking responsibility, bringing in toys, raising funds for the club's special events, such as Christmas activities and taking part in school and local events as members of the Kids Time Club.

Links with the school are good. There is regular communication between the different parties but discussions on how to support and develop individual children are not routinely undertaken.

## 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> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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](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.