

Southfield Kids Club

Inspection report for early years provision

Unique reference number EY217026
Inspection date 23/03/2009
Inspector Jennifer Firth

Setting address Tranmoor Lane, Armthorpe, Doncaster, South Yorkshire,
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Telephone number 01302831824
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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

Southfield Kids Club first opened in April 2002. It is run by a voluntary committee and operates from one classroom within Southfield Primary School in Doncaster. A maximum of 24 children may attend the club at one time. The breakfast club opens each weekday during term time from 07.30 to 09.00, and after school care opens from 15.00 to 17.30. Children who attend Southfield Primary School may attend. During school holidays the club is open each weekday from 08.00 to 17.00 and serves children from the wider community. Children have access to a secure outdoor play area. There are currently 103 children on roll, of whom two are in the Early Years Foundation Stage age range. At the time of the inspection there were no children present in the Early Years age range. The club supports children with learning difficulties and/or disabilities. It employs four members of staff who are all appropriately qualified for their roles. There are facilities for mothers and toddlers to meet every Tuesday morning during term time. Creche facilities are available when training events are held at the school. The provision is registered on the Early Years and compulsory Childcare Registers.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settle with ease into this warm, welcoming, inclusive setting that meets their welfare and learning needs well. All staff know the children as individuals and this ensures that all children are fully included, engaged in and enjoy their activities. Partnerships with parents and others are outstanding. Planning and assessment systems are in place but they are at an early stage of development. Systems to monitor and evaluate the work of the setting are developing well. Managers are committed to ensuring that the outcomes for children are continually improved, and they demonstrate good capacity to put any improvements firmly into place.

What steps need to be taken to improve provision further?

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

- develop planning and assessment further to ensure that individual children in the Early Years Foundation Stage are given opportunities to move on to the next stage of their learning.

The leadership and management of the early years provision

The setting is well led and managed. Robust recruitment, vetting and appraisal procedures ensure that staff are suitably qualified. They are deployed effectively and provide children with good support in their learning and development. Risk assessments, health and safety procedures and safeguarding requirements are all in place and closely monitored. This ensures that children remain safe and secure both in the setting and during outings to places such as museums and farms.

Policies and procedures are regularly reviewed; they are known by all staff and shared with parents.

Parents are warmly welcomed by staff and they speak highly of the club's provision. They are kept fully informed about their child's progress, the setting's events and the planning of activities. The use of information from parental questionnaires greatly adds to staff's decisions about making improvements for the children. The setting's links with the school are a strength. The way in which information about individuals is shared has a very positive impact on children's enjoyment and achievement.

Self-evaluation procedures are developing well. The staff are reflective about their practice and committed to improving the provision even further. They regularly consult the children about their views and give them good opportunities to be involved in the organisation of the setting and to contribute ideas for making activities more interesting. For example, children put their ideas in a suggestion box, or write their ideas for improved activities on a 'thoughts for the week' chart.

The quality and standards of the early years provision

Although no young children were present at the time of the inspection, evidence from photographs and displays of their work, indicates that children enjoy their time at the club. Children are provided with good opportunities that help them make progress across all areas of learning. For example, they can extend their creative development through role-play, art and craft; they plant seeds and use magnifying glasses to hunt for mini-beasts in the wildlife area; they develop their cultural awareness through making decorations to celebrate festivals such as Chinese New Year and Divali. A variety of resources, such as disability dolls, celebrate the diversity of people and cultures. Staff interact well with children, talking with them, asking questions to make them think and encouraging children to ask questions about what they are doing. This enables them to achieve effectively and develop their personal, emotional and educational skills. Children are able to use a cosy area for relaxing, either chatting with their friends or quietly reading books. They also have access to a well resourced outdoor area where they develop their physical skills, and increase their understanding of healthy lifestyles as they ride bicycles, use the climbing frame and join in with a variety of sporting activities. Children learn about road safety and regularly practise fire drills. Staff make observations of children's progress and ensure that the activities cover all areas of development. However, this process is not yet sufficiently well developed to enable staff to build upon what children already know and can do, when planning the next steps of their learning.

The club is a happy and welcoming place and provides a secure and enjoyable environment for children. Children are well behaved and they have good social habits and positive attitudes. They make choices, are well mannered and polite. Children take responsibility for their own behaviour and understand how to share and take turns because they are involved in making up the rules for the club. They form good relationships with all staff and get on well with each other. Staff supervise the children vigilantly so that they feel safe and secure. The furniture,

resources, toys and materials are clean, well maintained, fit for purpose and well arranged to support children's learning. Resources are well labelled and easily accessible, ensuring that children develop their independence skills. Good emphasis is placed on the children washing their hands before having their snack. Children eat healthily and have access to drinking water at all times, an improvement since the last inspection. Staff are aware of children's dietary requirements The club's emphasis on sharing, participation and cooperation prepares children well for the future. Overall, children's welfare is promoted well.

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?	1
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

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.