

# Kiddies World

Inspection report for early years provision

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<b>Unique reference number</b>	EY289286
<b>Inspection date</b>	17/03/2009
<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	Tividale Hall Primary School, Regent Road, Tividale, Oldbury, West Midlands, B69 1TR
<b>Telephone number</b>	01384 254 865 (School)
<b>Email</b>	
<b>Type of setting</b>	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

Kiddies World Before and After School Club opened in 2004. It operates from a hall on the second floor of Tividale Hall Primary School in Dudley, to which there is disabled access. A maximum of 40 children may attend the group at any one time. There are currently 30 children aged from three to eight-years-old on roll. There are four children in the EYFS age group. Children up to age 11-years-old may also attend. Links have been established with the school and also with Kiddies World Day Nursery in Tipton.

The group is on the Early Years, Voluntary and Compulsory Childcare Registers and is open each weekday from 07.45 to 08.45 and from 15.30 to 17.30 during term time only. All children share access to a secure enclosed outdoor play area. The group serves children and families from the local community.

The setting employs four members of staff who work on a full and part-time basis. Of these, two hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

The overall effectiveness of the After School Club is good. The leadership and management have a clear focus on ensuring the children enjoy their time at the club by providing well-organised and enjoyable activities for them. This is an inclusive setting where the needs of all groups of children are met well. Parents have every confidence in the club and speak highly of the level of care provided for their children. The recent changes and improvements made by the management indicate there is good capacity for further improvement.

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

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

- develop a process for identifying the strengths and weaknesses of the setting to bring about further improvement
- develop further the assessment procedures to help identify the planning for the next steps in learning

## The leadership and management of the early years provision

This After School Club provides a good range of activities that have been developed over time, and the leadership and management team demonstrate that it is a continually improving setting by the way it supports the children in its care. All the issues raised at the last inspection have been successfully addressed, and a number of additional improvements implemented to ensure the safety of children and to raise the quality of activities through additional high quality resources. These resources have successfully engaged pupils and increased their enjoyment

of attending the setting. The staff work well together as a team and have a good understanding of their roles. Two of the four staff who work with the children are suitably qualified, and all staff have access to further training opportunities in areas including child protection, first aid and courses aimed at improving their knowledge and skills when working with young children. High priority is given to the welfare, safety and safeguarding of children, with good procedures and routines being well established. A regular programme of risk assessments is carried out and all the required policies are in place.

The club has not yet put in place a process for identifying its strengths and areas for development, but has clearly been proactive in making improvements over recent times demonstrating it has good capacity to continue to make further improvements.

There are strong links with parents, and regular contact with them ensures they are kept well informed about their children's progress and general welfare. Newsletters provide an alternative means of keeping parents in touch with what is going on in the club. There are also good relationships with the school, who allow the club to use their good quality facilities, as well as their spacious and secure outdoor play area. The Kiddies World Group service the club with good quality advice and guidance on management issues, and provide access to company training resources for all staff.

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

There is a good variety of activities available for children, and they present a good balance across the areas of learning for children in the Early Year Foundation Stage (EYFS). They allow children to make independent choices including the making of a Mother's Day card using a range of materials creatively including paint, glitter and glue. Other areas include music, role play, large construction equipment, soft play, ICT and a reading and games area, indicating the good quality of provision that enables the children to make good progress. The secure outdoor playground area and tyre park is used effectively to provide regular physical activity, including the development of bat and ball skills, as well as football skills. Although there is only a small number of children in the Early Years Foundation Stage age group their needs are well provided for in this setting. They are able to develop friendships with children of other ages. A striking feature of their relationships is the very positive way the children work in co-operation with one another. As a result, the children's progress in development of their personal and social skills is good.

The staff members know their children well and enjoy good relationships with them. They are skilled at the art of intervention and have a good sense of knowing when to become involved in the children's activity. Adults and children engage in regular conversations that support the development of the children's speaking and listening skills.

The use of assessments being made using observations of the children is a recent improvement introduced to develop good practice in this area. Although there are plans to develop this area further the assessments are not yet fully effective in

identifying the next steps in learning for each child.

All aspects of children's welfare are promoted well, to ensure their safety and general well being. The children are encouraged to develop a healthy lifestyle through the provision of healthy snacks and drinks and a programme of regular physical activity. Hygiene routines are followed carefully and children show an awareness of why they are necessary. Children understand the club rules and their engagement in activity shows that they know about safe play. Their behaviour is good overall, and at times it is exemplary, as is the quality of their relationships with one another and all adults in the setting. Children are helpful and assist in tidying up at the end of the session. They mix together and support one another well. Consequently, there is a very harmonious atmosphere in the club that ensures everyone enjoys being there. One parent said 'My boy would stay longer if he could because he enjoys it so much!'. The children are being well-prepared for the future.

## 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?	3
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 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.