

Kool Kids Out Of School Care

Inspection report for early years provision

Unique reference number	EY387577
Inspection date	06/05/2009
Inspector	Nighat Ghani
Setting address	Stamford Park Junior & Infant School, Cedar Road, Hale, ALTRINCHAM, Cheshire, WA15 9JB
Telephone number	07932 360 341
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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 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

Kool Kids Out of School Care was registered in 1998. It operates from three areas in Stamford Park Primary School in Hale, Altrincham, Cheshire. The rooms include Room 1, Year 6 classroom and the main hall. The club is registered to care for a maximum of 48 children at any one time on the Early Years Register and on the Compulsory part of the Childcare Register. They are also registered on the Voluntary part of the Childcare Register. The club is open each weekday during term time for children who attend Stamford Park school from 15.15 to 18.00. The holiday club is open to all children and it operates Monday to Friday from 08:00 to 18:00 during some of the school holidays. All children share access to an outdoor play area and the school field. Access to the premises is suitable for people with disabilities.

There are currently 70 children aged from three years to eleven years on roll of whom six are on the Early Years Register. The club currently supports children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language. The club employs five members of staff. Of these, three hold appropriate early years qualifications. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. An inclusive service is provided where all children and parents are welcomed. Children enjoy their time in the club, and staff are working towards ensuring that the provision they deliver reflects the individual children's needs and is consistent in providing care and education with the other early year providers. Management is committed and strive to create continual improvement in providing high quality care and education. Areas for further improvement centre around observational assessments, planning and resources.

What steps need to be taken to improve provision further?

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

- continue to promote positive attitudes to diversity through toys and resources that encourage children to talk about similarities and differences during play
- continue to develop the arrangements for observations and assessments to clearly identify children's next steps. Use this information for planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs.

The leadership and management of the early years provision

All staff employed at the provision are suitably vetted and have up to date, secure knowledge of how to follow the comprehensive safeguarding procedure should they have cause of concern about a child. Staff are effectively deployed and are aware of their roles and responsibilities. Suitable risk assessments ensure appropriate actions are taken to manage and eliminate risks to children. Comprehensive policies and procedures are in place to underpin the good care of children. Children's individual records remain confidential as they are stored in a locked cabinet and easily accessible in case of emergency.

The staff team have a good awareness of the strengths and weaknesses of the setting as they have been involved in the self evaluation of the provision. Clear goals have been identified to enhance the care and education of the children. Management has started to establish links with other providers delivering the Early Years Foundation Stage to ensure that the provision is complimentary to the individual children's care and education. The club has a positive attitude to training and all staff have attended a broad range of short training courses.

Children benefit from the sound partnership developed between staff and parents. They are cared for according to parent's wishes which promote continuity of care and their well being. Parents are encouraged to complete a questionnaire annually which gives them the opportunity to put forward their views on all aspects of the provision. Systems for involving parents in their child's continuous learning and development have recently been implemented.

The quality and standards of the early years provision

The staff team has good knowledge and understanding of the Early Years Foundation Stage requirements and are implementing this into practice to help children learn and develop. An effective key worker system is in place to ensure children are cared for by a consistent member of staff. Children's starting points are identified in an 'All about me' document. Staff use this information as the basis of children's learning. Staff know their key children well through their daily observations, however, children's next steps are not clearly or consistently identified and taken into consideration when planning.

Staff have formed close relationships with the children, which are reflected in children being confident and in their interaction with all the adults present. Staff are patient, they listen to the children, respect their views and create warm caring relationships, which gives children a sense of belonging and security. Children display high levels of involvement in the activities and spend a good deal of time sitting at their chosen activities, interacting with staff. For example, children concentrate really hard when threading wool through the holes to create 'Dream catchers'. They become aware of positional language as staff encourage them to thread over and under the pieces of circular paper. They play harmoniously together in a role play area preparing and sharing food with each other. Children explain that they enjoy coming to the club and like all the activities that are

provided.

Children learn about cultural belief and tradition through the celebration of festivals from around the world. They enjoy tasting special snack of prawn and dipping sauce during 'Chinese New year' and making and painting candles for 'Divali'. However, there are few toys and resources to reflect diversity. Consequently children have limited opportunities to talk and learn about one another as they play with these toys and equipment. Children successfully identify colours and shape and describe the differences between 'big and small' and 'long and short' throughout their play.

Children's health is promoted through the sound systems in place. A record of all accidents is maintained and staff follow a set procedure to promote children's welfare in the event that they need to administer medication. Children are well behaved in an environment which fosters their skills of cooperation. They adhere to the club rules which are displayed at their height to remind them about positive behaviour. They receive lots of praise and encouragement which boosts their confidence and self esteem.

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?	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?	2

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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