

Childrens Choice Cheslyn Hay Kids Club

Inspection report for early years provision

Unique reference number EY389446
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Inspector Lynne Milligan

Setting address Cheslyn Hay Cp School, Saredon Road, Cheslyn Hay,
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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

Children's Choice Cheslyn Hay Kids Club originally opened in 2003 and changed ownership in 2009. The setting is privately owned and managed and is part of a chain of five settings run by the same provider. It operates from the main hall and gym within Cheslyn Hay Primary School in Cheslyn Hay, Staffordshire. The out of school setting serves the local area and has strong links with the school. There is a fully enclosed play area available for outdoor play.

A maximum of 50 children may attend the setting at any one time. There are currently 37 children on roll. Five children are within the Early Years Foundation Stage (EYFS). This provision is registered with Ofsted on the Early Years Register. The setting also offers care to children aged over five years to eleven years. This provision is registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

The setting has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the provision is via double doors.

The group opens five days a week during school term times only. Sessions are from 07:45 until 09:00 and 15:15 until 18:00. Children are able to attend for a variety of sessions. They also operate a holiday club.

The setting employs six members of child care staff. All hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All staff have a good knowledge of each child's individual needs, and promote all aspects of children's welfare and learning successfully. The club works in close partnership with parents, the school and other agencies involved in the care and education of the children cared for ensuring that the changing needs of the children are known and met successfully. Observation and assessment records show that the children are making suitable progress. The staff team led by the manager and owner strive to ensure continuous improvement and have recently introduced self-evaluation processes to help provide a clear picture of the setting's strengths and help identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the assessment systems to clearly show children's next steps in learning and use this information to plan learning experiences which will progress children's learning across all six areas of learning.

The leadership and management of the early years provision

The setting is very well organised with a comprehensive set of policies and procedures in place to guide practice. Recently revised and robust recruitment processes and an effective induction ensure staff are suitable and have a good knowledge of how the club operates. Regular meetings between the management and staff help identify training needs quickly. Children's welfare is safeguarded because staff are confident of what they will do if they are worried about a child in their care. In addition, spot checks from the owner further ensure a collective understanding. Staff carry out daily risk assessments to identify and minimise potential safety hazards, with concise written records to assess any potential issues. Staff and children are familiar with the procedures to follow in case of an emergency, as clear procedures are in place which are practised regularly. Staff are vigilant in their supervision of children, well-practised collection procedures ensure children's safety. The security arrangements in place are good, ensuring children are unable to leave the premises without a suitable adult. Children sign out as they enter the outdoor area, ensuring they also notify a member of staff.

The happy, well-established staff team have developed close relationships with children that attend. They know them all well and the club is a happy place to be. Parents and children are encouraged to offer their suggestions, views and ideas for improvement and parents are encouraged to share information on children's learning and development when reviewing their learning journey records. In addition, questionnaires are sent out to gather additional comments which are then used to evaluate the setting's practice. Close links with all the schools that children attend are flourishing as staff make time to share important information. They encourage input from teachers, especially around individual children's developmental needs and ensure all settings follow the care plans for specific children. As a result, children, parents and the schools are valued, respected and included.

The quality and standards of the early years provision

Children are very happy to attend and are at ease with the adults who work with them. They mix readily and confidently with other children. Observations are completed on the children in the EYFS but these are inconsistent at times. Staff plan an interesting range of activities relating to the areas of learning each day. However, processes to identify children's next steps are not yet fully developed.

Children excitedly gather around the hamster cage that one of the older children have brought in. Staff support their understanding as she talks to them about how they should care for it in the holidays. The free flow system from indoors to outdoors is successful as children move freely between the two areas whilst being closely supervised by staff. Children make dens out of blankets and chairs, negotiating what goes where and why. They run about outside in the large spaces, balancing on the climbing frame, moving from one beam to another or throwing bean bags to each other. Children are fully involved in the events of the club. They

help compile the club's rules on behaviour and remind each other to comply. Children are forming good friendships and staff encourage them to respect and value each other's differences and abilities which are supported by well-planned activities, often around a theme such as religion and culture.

Children's health and well-being are promoted successfully as the staff set good examples for them to follow. Children know to wash their hands before tea and after coming in from outside. Fresh drinking water is always available and staff remind the children to have a drink when they come in from the sun. Children enjoy healthy snacks of fresh fruit and vegetables. They sit with their key person at snack time excitedly sharing events from their day at school. Children's independence is promoted as they spread their own butter and jam, helping themselves to more if they wish.

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?	3
The capacity of the provision to maintain continuous improvement.	3

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

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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