

# Kick It

Inspection report for early years provision

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**Unique reference number**

EY380339

**Inspection date**

28/05/2009

**Inspector**

Christine Hands

**Setting address**

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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).

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

Kick It registered in 2008. It is privately owned and operates from Bridge House in Boston, Lincolnshire. The club is registered to cater for 40 children under the age of eight years and there are currently 88 children on roll with 14 in the early years age group. The club is also registered on the compulsory and voluntary parts of the Childcare Register. Entry to the building is currently not easily accessible for wheelchair users. Parking is available for both staff and parents. The playscheme is open each weekday during school holidays from 08:00 to 18:00. All children share access to an outdoor play area as well as having the use of the local sports centre.

The play scheme employs eight full-time members of staff. Over half hold appropriate early years qualifications. The setting receives support from '4 children'.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff know and understand the children well, respecting their individuality, and providing a fully inclusive environment. They actively seek their views in order for them to become involved in what is seen as their club. Children are very happy, taking part in a wide variety of activities and are making good progress in all areas of their learning. Staff fully recognise the importance of a close partnership between all those involved in the care of the children and through the use of self-evaluation are aware of their strengths and weakness, having a clear vision for the future.

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

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

- extend the observation and assessment systems to ensure they are based on individual children's progression towards the early learning goals in each area of learning.

## The leadership and management of the early years provision

Policies, procedures and records are comprehensive and contain all the required information to provide a safe environment for children, identifying and meeting their individual needs. Written risk assessments are in place and checks are documented demonstrating the frequency with which they are undertaken as well as any action required to make an area safe. Staff are particularly conscientious when using the sports facilities as they are aware that at times they are used by other people as well as the fact that not all resources are suitable for the younger age group. Children's safety is therefore given a high regard.

The club has strong links with parents and carers and is currently seeking, for

those children in the Early Years Foundation Stage (EYFS), to establish the same with schools, nurseries and pre-schools. There is an open door policy for parents enabling them to gain a good understanding of the types of activities and resources available to their children. Information for parents is provided in a number of ways including newsletters, an information brochure and through a web site. These provide information regarding the forthcoming week enabling parents and children to make informed choices as to when they wish to attend. Staff ensure they provide parents with any information they consider important regarding their children and work closely to ensure consistency of care.

The age ranges of children currently attending are from three to 13 years which is a great testament to the quality of the staff and their commitment to providing a club for all.

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

Children are keen to attend the club as often as they can as is demonstrated from the comments made both verbally and in writing by children and parents. Staff have a good understanding of the requirements of the EYFS and provide the opportunities for children to develop in all areas whilst enjoying a wide range of exciting activities. They know the children well and have a good understanding of where support and challenge are needed to enable children to develop fully in all areas, however the recording of observations and assessments are still in the early stages and do not clearly show if there are any gaps in their learning. This is an area that staff recognise as an area for development. Children move freely between the various rooms as well as, weather permitting, the outdoor area. They revel in the opportunities available when visiting the local sports hall as they choose the types of sports activities that they wish to do on any particular day such as hockey and dodge ball as well as variations they have developed for themselves. Most children have their favourite types of team games and through careful organisation staff ensure that no child is left out. Staff acknowledge that children are naturally competitive, however much is also made of the 'person' of the game who they soon realise is not always from a winning team but may be someone who has tried hard, or provided opportunities for others to achieve. They are therefore learning the importance of working as a team and taking turns as well as the fun of competing. All skills that will help them in their future development. The importance of caring for each other is something that is integral to the group as a whole and threads its way throughout the day. Children work together to complete various tasks such as making hot air balloons out of construction materials, organising word games and taking part in imaginative play.

Children's imaginations run riot as they collect a variety of stuffed animals and use whatever is available to make kennels to extend their play. They learn about other countries through looking at the internet for information as well as taking part in a variety of craft and baking activities such as making Japanese pancakes and painting and decorating Koi Carp to swim in the garden. Conversation between the children as well as with the staff is excellent and there is a fantastic feeling of belonging because of the support given. Staff respect the children and are easily approachable, having a clear understanding of when support and guidance are

needed which in turn enhances children's feelings of self-worth.

Meal times are seen very much as social occasions with all sitting together to eat the food they have brought from home. During this time they are learning social skills as well as chatting amongst themselves further cementing friendships. Staff talk to children continually about the types of food that are healthy and how certain foods provide long lasting energy whilst other, less healthy options, only provide short bursts of energy. A wide selection of fruit and drinks are freely available throughout the day and children are reminded of the importance of drinking to re-hydrate their bodies to again give them the energy they need to play.

## 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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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