

Woolton Out of Hours Kids Club

Inspection report for early years provision

Unique reference number 322449
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Inspector Sarah Quinn

Setting address Woolton County Infant School, Out Lane, Liverpool,
Merseyside, L25 5NN
Telephone number 01511200 0794
Email outofhours@kidsclub.com
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

Woolton Out of Hours Kids Club is privately owned and managed by the organisation, Out of Hours Kids Club Limited. It opened in 2001 and operates from a mobile unit within the grounds of Woolton Infant School. The unit has access to the school hall. There is also a large outdoor area where children can play. The club only cares for children who attend Woolton Infant and Junior Schools. There are no issues which may hinder access to the premises. A maximum of 56 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The group is open five days a week from 07.45 to 09.00 and from 15.15 to 17.45 during term time only.

There are currently 75 children on roll; of these 30 are under eight years, and of these six are within the Early Years Foundation Stage (EYFS). The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. Six of the staff hold appropriate early years and playwork qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children thrive as their surroundings are inclusive and vibrant. They make excellent progress in their learning and development and this is largely because of the skilful interaction of practitioners and the exciting range of activities on offer. A good system of observation and assessment is in place although the setting has not yet had the opportunity to assess the impact of this system upon the children's continued progress. The setting demonstrates a strong commitment to continuous improvement and has made significant advancements since the last inspection.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the observation and assessment procedures and assess the impact of these procedures on the learning and development of the children in the EYFS.

The leadership and management of the early years provision

The leadership and management of the out of school club are exceptional and demonstrate a strong commitment to providing high quality childcare to each

unique child. Robust procedures for staff recruitment are in place to ensure that all staff are appropriately checked before working with children. There is a wide range of effective and detailed risk assessments to enable practitioners to reduce risks to children. Practitioners are vigilant, communicate very well and are deployed effectively to enable them to supervise children extremely well at all times, but still allow children to develop their independence. Children are well safeguarded and practitioners are fully aware of how to safeguard children and what to do if they have a concern about a child in their care. An excellent range of policies and procedures support the smooth running of the club and help to ensure children's welfare.

The partnerships with parents and other early years providers are very effective in ensuring continuity of care for each individual child. Detailed information is given to parents each day and parents are very happy with the care that their children receive. Regular newsletters, noticeboards and verbal communication with parents and carers ensure parents know what is happening at the setting. Details of people authorised to collect children are recorded and a password system is set up for carers to further ensure the security of the children.

Information about the individual needs of children is shared with other early years providers, which helps the staff provide support for those children when at the setting. Practitioners regularly request comments from both parents and children, using questionnaires and through discussion. The management is clear that the most important opinions are those of the children. Self evaluation procedures are robust and this enables the setting to improve rapidly. The organisation is committed to the continuing development of their practitioners and ensures that they access regular training, either internally through their own training centre or with external providers such as the local authority. Regular staff appraisals also enable practitioners to develop their own performance to a high standard and as a result staff stay with the organisation for many years.

The quality and standards of the early years provision

Children and staff thoroughly enjoy their time at the setting. Excellent relationships that have developed between children and practitioners mean children are happy, confident and safe in the environment. Children are encouraged to be independent and are supported in making choices for themselves. Practitioners are skilful in their interaction with children and ensure that they have the opportunity to think and to problem solve during the session therefore enhancing their basic skills. Practitioners plan a range of activities for the children which are based on children's interests and preferences and span each area of learning equally. The children in the EYFS have observations made of their interests and progress and their next steps are facilitated. This system is new and the impact upon the children's learning and development has not yet been assessed.

Children of different ages play very well together and enjoy each other's company. They support each other very well as they remind each other to use their manners. The older children support the youngest children in certain routines, such as clearing the snack table. The adults in the club are excellent role models of

manners and behaviour and as a result children's behaviour is exemplary.

The children are excited and whoop with joy when they leave the registration group to play and this is because there is a range of stimulating opportunities for them to enjoy. For example, interactive computer games have the children working together, the book area is beautifully arranged to enable children to sit and enjoy stories together, and children have competitions on the air hockey table. Adult supported activities include sewing hand puppets and using many different materials. This is very popular and practitioners allow children to be very creative. Some of the children have a real dilemma as they cannot choose between the activities on offer. One child seeks reassurance that he can still make a hand puppet after taking part in the outdoor mini olympics. Practitioners keep children engaged by adding activities as the session progresses. For example, following their snack, children thoroughly enjoy decorating biscuits to take home. Children also have role play materials, books, dressing up clothes and construction resources, and two of the youngest children have a lovely time in and out of the indoor tent. Practitioners state that the recent 'culture week' was enjoyed by the children and that they loved trying food from around the world and dressing up in costumes from different cultures.

Children have excellent opportunities to access fresh air and exercise. The school grounds include plenty of space for a wide range of physical and game play. Children are able to play safely in this area and practitioners encourage children by playing their games with them. Children understand the boundaries to keep themselves safe. Healthy snacks and drinks form a welcome break from all the activity. Displays which can be seen around the room, such as children from around the world and the kids club city, show some of the activities that children enjoy. Children's comments about the setting include that they are very happy coming and enjoy the activities provided and one child stated that her favourite thing is the staff.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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