

St Bridget's Kids Club (Acorns and After School Club)

Inspection report for early years provision

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| Unique reference number | 317449 |
| Inspection date | 11/06/2009 |
| Inspector | Lindsey Ferrie |
| Setting address | St Bridget's C of E School, Brigham, Cockermouth, Cumbria, CA13 0TU |
| Telephone number | 01900 325 936 |
| Email | |
| 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

St Bridget's Kids Club (Acorns and Out of School Club), is located in the village of Brigham, near to the town of Cockermouth, Cumbria. It is run by a management committee and operates from the nursery, classrooms and school hall within St Bridget's Primary School. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Acorns is open each weekday during term time from 11.00 to 18.00. The out of school club is open each weekday during term time from 7.50 to 8.50 and from 15.00 to 18.00. The club was registered in 1997. A maximum of 15 children aged from two to eight may attend the wrap around care setting (Acorns) in the nursery room, of these no more than 12 may be under the age of three at any one time. Up to 24 children aged from three to eight, may attend the out of school club. Older children currently attend. There are currently 90 children on roll and of these 32 are within the Early Years Foundation Stage. The club employs eight staff. Six of the staff, including the manager, hold a level 3 early years qualification. One member of staff holds a level 2 early years qualification, and the other is unqualified. The setting supports children who have learning difficulties and/or disabilities, as well as children who speak English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of provision is satisfactory. Staff use their links with school to ensure that the needs of children with learning difficulties and/or disabilities and those who speak English as an additional language are met. Systems for observing and assessing children's progress are at an early stage of development. Next steps, although identified, are not being used to inform planning, limiting the amount of progress children make. Self-evaluation systems are in place and include all involved with the setting but do not yet lead to a summary of identified improvements. Although safeguarding policies and procedures are in place, staff have not notified Ofsted of changes in the provision. The setting has made improvements since the last inspection and has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- develop further the system for planning which involves parents and takes into account children's starting points, interests, abilities and individual needs (Assessment Arrangements)
- continue to develop effective systems for observation and assessment, which is used to plan for children's individual needs and to move children to the next stage in their development (assessment Arrangements)
- ensure that self-evaluation is recorded in a detailed way in order to measure accurately the success of actions taken and their impact on children's learning and development. (Organisation)

To fully meet the specific requirements of the EYFS, the registered person must:

- improve knowledge and understanding of the requirements set out in the regulations and set in place a procedure to notify Ofsted of relevant matters. (Documentation)

11/06/2009

The leadership and management of the early years provision

The leadership and management of the setting are satisfactory. Most safeguarding, staff vetting and child-care procedures are in place and ensure that children are safe and their differing welfare requirements met. However, management has not informed Ofsted of changes to the provision, in particular staffing, use of rooms and additional opening times which is a requirement of the early Years Foundation Stage. Recommendations from the previous inspection have been addressed. Systems for registering children's attendance are in place and known by staff. Policies have been reviewed and updated and staff are in the process of attending courses in order to update their knowledge of child protection procedures.

The manager has begun the process of evaluating the provision and has gathered the views of staff and parents. As yet, there are no systems in place for measuring accurately the success of actions taken and their impact on children's learning and development. However, this informal process is beginning to give management a clearer understanding of the club's strengths and weaknesses and is providing the setting with a satisfactory capacity to improve further.

The setting is inclusive and welcomes those with learning difficulties and/or disabilities. Good liaison with parents and the school's Early Years Foundation Stage staff ensures that their differing needs are met well overall. All children benefit from this inclusion as they help and support each other. The Early Years Foundation Stage framework is in place ensuring that children have assigned key workers with formal responsibility for their welfare. Key workers are beginning to undertake regular observations of what children can do but do not use these to plan for and develop children's 'next steps in learning'. Hence opportunities are missed to devise activities that carefully match younger children's differing needs. Planning for the sessions is brief and does not ensure a good mix of adult led activities and those that are available for children to choose independently.

The quality and standards of the early years provision

Overall children are able to access a satisfactory range and balance of activities to support their interests. The environment is arranged so as to encourage children to become independent learners. They are engaged in exploring and investigating through activities such as painting, role play in the cafe and growing cress. Children are clearly aware of the daily routines and most respond to staff when they ask them to "stand on the caterpillar". This enables staff to count the children before allowing them to choose an activity outdoors. During the session observed

in the outdoor area, adults supported children in their games but did not lead an activity. This reduced opportunities for children to develop their learning by acquiring new skills. This also resulted in a small number of younger children lacking direction and behaving inappropriately, for example, cycling into one another.

The setting provides a good range of opportunities and activities which helps to develop the children's understanding of health. Through stories such as Mr Bump, children learn how to look after themselves. This knowledge is further enhanced by visitors. For example, recently the setting invited a local doctor to talk to the children about how to keep healthy and safe. Children are offered a range of healthy snacks and have regular access to drinking water. Staff are quick to remind children of the safety rules in the setting. For example, when children climb on tables outdoors, they are helped to come down, and consequences explained. Children's behaviour is satisfactory. When learning and development opportunities do not meet their needs, they become bored and their behaviour deteriorates. Parents and grandparents say the children enjoy their time at the setting. Typical comments include "she will really miss Acorns when she leaves in September" and "when he comes home from Acorns with biscuits he has decorated he is so proud and can't wait to show us before he eats them!"

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 3 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| 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? | 3 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 3 |
| How well are children helped to make a positive contribution? | 3 |
| 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