

Hempland Kids Club

Inspection report for early years provision

Unique reference number 321578
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Inspector Michele Crichton

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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

Hempland Kids Club runs from a single-storey building on the site of Burnholme Community College, on the outskirts of York. It was registered in 1995 and the group has sole use of the premises. The building has recently been fully refurbished and consists of a main hall and two smaller rooms. All are accessed by the children. There is also a coffee bar area with a kitchen and toilet facilities for boys and girls, with a separate disabled facility. The college multi-surface area is used for outdoor play and the group can also use the basketball courts. The club runs a holiday play scheme and an after school group. During the holidays the sessions are open to the local community, for the after school club children are collected from Hemplands school and from St Aelred's school. The holiday club operates between 08.00 and 18.00 Monday to Friday, and the after school club between 15.00 and 18.00 term time only. The group is registered to care for up to 40 children at any one time, aged between four and 11 years of age. There are currently 120 children on roll that use either one or both of the services provided. The clubs are led by a senior coordinator and two senior playworkers who are responsible for the day-to-day running of the group. A committee group works alongside the coordinators on a regular basis. The staff team consists of nine members who all hold appropriate Early Years or Playwork qualifications. The club is registered on the Early Years register and on both the voluntary and compulsory parts of the Childcare register. The group is able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language, although currently none attend.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. It provides a welcoming and secure environment and ensures that they are happy, well cared for and their needs are met. The setting provides a positive and inclusive ethos in which all children feel included. The club has a good capacity to improve further. Observation, monitoring and assessment systems for the Early Years children have been established but, as recognised by staff, are not yet fully developed and the information is not shared sufficiently well with parents.

What steps need to be taken to improve provision further?

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

- develop further more formal systems to observe, monitor and assess young children's achievements
- share young children's learning and achievements more formally with parents.

The leadership and management of the early years provision

The enthusiastic and committed manager leads and manages the setting well. Staff undergo the appropriate vetting procedures to ensure they are suitable to work with children. They maintain all the required documentation to ensure the smooth running of the setting. For example, risk assessments are carried out on a regular basis, to help safeguard the children in their care. Fire drills are conducted at different times to ensure all children know the procedure. Equipment and resources are regularly checked to ensure they are safe to play with. Staff also complete learning activity evaluation forms to help them understand what works well with different children and what can be improved upon. This ensures that inclusion is promoted well. Staff clearly understand their roles and responsibilities and work well together as a team. They regularly evaluate the effectiveness of the provision. All the recommendations made at the last inspection have been fully met and there is a strong sense of purpose to bring about further improvement.

The club has a very good relationship with its parents. Many commented how pleased and happy they were with the provision that the setting makes for their children. In the hallway, an information board provides information to parents, gives details of activities for the following week and includes examples of children's achievements. Staff also take many opportunities to report back verbally to parents to provide them with a picture of how their child is learning and developing. However, a more formal approach to inform parents of their children's progress and development in the early years is not yet fully established.

The quality and standards of the early years provision

Good relationships with staff, high quality care and a range of interesting and engaging activities ensure children settle quickly and happily at the club. All indoor and outdoor activities are well supervised and this reflects the high priority the setting gives to the welfare and safeguarding of the children. In this warm and inviting environment children have the freedom to choose from a range of toys, resources and activities that are provided. Children generally make good progress in their learning and development and they thoroughly enjoy their time here. Staff plan well for all activities. There is a good balance of tasks the children choose for themselves and some joint activities including games and stories. These provide worthwhile opportunities for children to develop their language and communication skills. Most staff have received some training in how to monitor young children's progress and achievements in all areas of learning. They have yet to develop formal systems, as required by the Early Years Foundation Stage (EYFS) framework, for recording their observations and assessments.

All children play together very well and there is a contented atmosphere and mutual respect. Circle time is used effectively for everyone to get together to discuss their feelings. There are opportunities for all children to use information and communication technology to research and find answers to the many challenging questions that staff and other children think up and put in the 'fact file box'. Healthy lifestyles are promoted well and by children having fun. Children

enjoy 'kids keep fit' sessions which include a warm up, aerobic exercise and then a cool down. They know how to stay safe by keeping to the rules they have made up for their club. During holiday sessions the Red Cross or St John's ambulance provide children with basic first aid and equip them with valuable skills. Roles such as being a 'junior play leader' gives an opportunity for all children to take on responsibilities and duties, and to also receive a reward at the end of the week for a job well done.

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