

# Parkside Kids Club

Inspection report for early years provision

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**Unique reference number** 314690  
**Inspection date** 11/06/2009  
**Inspector** Tara Street

**Setting address** Parkside Primary School, Western Road, Goole, North  
Humberside, DN14 6RQ

**Telephone number** 01405 763634

**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).

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

Parkside Kids Club is privately owned and managed. It opened in 1992 and operates from rooms within Parkside Primary School in Goole, East Yorkshire. A maximum of 32 children aged under eight years may attend the setting at any one time, of which no more than six may be aged under four years. The club currently takes children from three years of age and in addition, offers care to children aged eight years to 11 years. The club is open five days a week from 07.45 to 09.00 and from 15.30 to 18.00 term time only.

There are currently 52 children on roll. Of these 19 are under eight years and of these five are within the Early Years Foundation Stage. The setting supports children with learning difficulties and/or disabilities and supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years and/or playwork qualifications. The club is a member of the '4Children' Out of School Club Association.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting routinely meets the needs of all children by recognising their uniqueness to provide an inclusive, welcoming and caring service. Children make good progress in their learning and development. They enjoy their time in the group and are eager to be involved in the choice of interesting play activities on offer. Those in charge work in close partnership with parents and other early years professionals to ensure that children's learning and welfare needs are met. Careful reflection ensures that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

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

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

- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

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

- take the necessary steps to ensure that the premises are secure at all times and effectively prevent intruders entering the premises (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).

12/06/2009

## **The leadership and management of the early years provision**

The effective maintenance of records, policies and procedures ensure positive outcomes for all children. Management are actively involved in the daily running of the setting and, as a result, realistically identify their strengths and weaknesses. They have a well-qualified, skilled staff group whose positive attitude towards children instils in them the desire to explore and discover things for themselves. The manager demonstrates a strong commitment to improvement and has a clear understanding of the requirements of the Early Years Foundation Stage. Effective systems are used to continually evaluate the provision and include staff and parents' views. Recent changes include purchasing more role-play equipment and storage units to improve children's experience. The recommendations made at the last inspection have been fully implemented.

Parents and carers of children are provided with clear written information about their children, activities planned and forthcoming events. This is enhanced by daily informal discussion with staff, which keeps parents informed about what the children have been doing and the care they have received. There are clear links with other early years practitioners and as a result, continuity of care and learning for individual children is good. Staff members are well deployed to provide good levels of support for the children attending. Regular risk assessments ensure hazards are reduced. However, systems to ensure the premises are secure at all times, and to prevent intruders gaining entry, are not fully effective as required by the Early Years Foundation Stage. This is because the main fire door parents use to collect their children can be opened from the outside. The management team are aware of this issue and are working to have a 'slam bar' fitted to the door. Staff have a good knowledge of current safeguarding children procedures and have a clear understanding of their responsibility.

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

Children are relaxed and show a positive attitude to learning. They are happy, confident and well-settled in the setting. Children have the opportunity to enjoy a broad range of planned, themed and free choice activities. Interactions are good and staff are proactive in enabling children to express themselves, experiment and explore. Good planning of activities has a clear focus on children's interests and developing social awareness. Staff observe children as they play, using their observations to ensure that each child's needs are being met and to plan the next steps in their learning. The well-organised environment enables children to become independent learners, which develops their confidence effectively. They make many choices, initiate their own activities and play imaginatively with the resources available. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Children experience regular opportunities to enjoy mark-making using a variety of different resources. As a result, their imagination and creativity is effectively supported and promoted.

Children work well together, for example, sharing their knowledge of number and shape to resolve problems of design when constructing with building blocks. The staff have a sound understanding of creating a welcoming environment in which children learn to take care of themselves. For example, they clearly understand why they wash their hands as they talk about how this 'gets rid of germs' and have ongoing discussions with staff about how to keep themselves and others safe. Staff make good use of the identified indoor and outdoor play areas to promote the children's confidence and to enable them to enjoy a range of experiences. For example, children enjoy playing games of dodge ball and using small sports equipment to practise throwing and catching skills. Their knowledge and understanding of the world around them is effectively promoted through their involvement in a range of activities, which look at different celebrations and cultures. Children's information and communication technology skills are enhanced as they experience a good range of opportunities to use programmable toys, game consoles and computers.

## 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5). 12/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5). 12/06/2009