

Orca Kids Club

Inspection report for early years provision

Unique reference number EY101295
Inspection date 01/05/2009
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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).

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

Orca Kids Club is privately owned and was registered in 2001. The club is situated within the modern language block of Nailsea Secondary School, North Somerset although it is due to relocate to a new building in September 2009. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club provides care for a maximum of 50 children aged between four and 14 years of age. There are currently 155 on roll. It operates between 08:00 and 18:00, except at Christmas. The after school club provides care for a maximum of 40 children from 15:00 to 18:00, term time only. After school children are collected from Grove Nursery and Primary school, St. Francis RC Primary, Golden Valley and Kings Hill Schools. The club supports children with learning difficulties and/or disabilities although there are none on roll at present. There are 10 members of staff currently working with the children. Of these, two hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The club provides a wide range of fun, purposeful activities for the small number of children in the Early Years Foundation Stage (EYFS). These activities are carefully planned and balanced across all strands of the EYFS areas of learning. The lively way in which children approach and participate in these activities demonstrates how well their individual needs and interests are met. At the time of the inspection the procedures in place for ensuring their safety and well-being were comprehensive. Policies contribute well to practice that helps maintain continuous improvement and ensure that staff are well qualified and committed to improving their expertise. The staff have begun to evaluate their practice against the EYFS requirements; however, a formal self-evaluation has not yet been independently completed.

What steps need to be taken to improve provision further?

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

- ensure that all updating of documentation is completed
- complete the self –review in order to identify more clearly areas for development

The leadership and management of the early years provision

The club have, under the good leadership of the manager, been revising and adapting all policies and procedures to ensure they meet the requirements of the Early Years Foundation Stage framework. Great care is taken to make sure that the provision meets the interests and needs of all the children attending and to this end various themes are carefully planned for, particularly for the holiday club. Some self-evaluation has taken place with support but this has not yet been

carried out independently. There is a determination to ensure that the club is as good as it can be and informal evaluation takes place as an on-going process.

There are rigorous checks on all staff and volunteers to ensure the safety and security of the children. There is an 'open door' approach for parents and carers and their views are welcomed and confirm that they are wholly supportive of the provision. The setting has good links with the school where it is held and with the primary schools from which children are collected. For example, one suggested a system of 'wow' certificates to help promote the youngest children's self esteem and confidence and the setting has taken this on board with enthusiasm.

The staff are committed to keeping their practice as up to date, relevant and useful as possible. Most hold relevant first aid qualifications and attend courses which will be useful to them. Staff ensure that children play in a safe and welcoming environment. Daily checks and regular risk assessments are undertaken. Areas such as the kitchen are rightly 'no-go' areas for the children unless under direct supervision. All new equipment is assessed to ensure its safety and suitability.

The quality and standards of the early years provision

The after school club provides a good range of play activities which interest the children and sustain their enthusiasm. Parents confirm that their children really enjoy attending the club. Care is taken to ensure that all the areas of the Early Years Foundation Stage curriculum are covered in an exciting and fun way. For example, cooking is a regular and very popular activity. It gives children the chance to measure out ingredients and also re-enforces the notion of healthy eating. This last is further promoted by the daily provision of healthy snacks.

Children's activities are carefully monitored and recorded by their key worker in learning logs. These are of high quality and give a very good picture of the progress each child is making and provides a very clear record of how next stages in each child's development is planned for. The activities are recorded under the appropriate areas of learning and thus it is easy to see at a glance that there is a good balance in the activities provided. These very detailed observations demonstrate how each child is valued and how there is a determination to meet their individual needs.

The children's behaviour is excellent and they have helped to formulate the code of conduct for the setting which helps to ensure their safety and that of those around them. Their personal and social skills are good. They show concern for others as evidenced by them making gifts and selling them to raise funds for the local children's hospice and this awareness gives them a good foundation for later life. Children's creative abilities are developed well through activities such as designing and printing wrapping paper, which again they sell in aid of charity. Children are confident and are learning to share and cooperate willingly with other children and adults. They develop their coordination by playing with a range of outdoor equipment enabling them to run, climb and play a range of ball games. They are learning the rudiments of personal hygiene as they wash their hands

before eating and after going to the toilet.

Children have plenty of opportunities to develop their communication and writing skills and the quiet area has a good variety of books which they thoroughly enjoy. The children celebrate the festivals of other cultures and those of children in the setting. For example they learned about the Dutch traditions of the visit of Sinterklass on the 5th December. In this way they successfully extend their knowledge and understanding of the world. The wide range of opportunities, resources and equipment means that children have the chance to extend their knowledge and understanding of the world effectively.

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