

# Castle Kids Club

Inspection report for early years provision

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**Unique reference number** EY314603  
**Inspection date** 13/05/2009  
**Inspector** Denise Franklin

**Setting address** Herons Moor Community Primary School, Highlands Lane,  
Weston-super-Mare, Avon, BS24 7DX  
**Telephone number** 01934 427 427  
**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

The Castle Kids Club opened in early 2006. It operates from The Campus in Weston-super-Mare, North Somerset. Children have access to a conference room, hall, sports hall, computer suite, art and craft room, food technology room and toilet facilities on both floors. Children have access to a fully enclosed outdoor area which includes adventure play equipment. All these facilities have excellent disabled access. The out-of-school club is registered for a maximum of 24 children. The group is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. At present there are 39 children on roll, of whom three are in the Early Years Foundation Stage. The group runs from 15:15 till 18:00 every day, term time only. The out-of-school club employs four members of staff to work directly with the children; two of these have appropriate level 3 early years qualifications and above. The staff are supported by the local authority and work very closely with the primary, special school and community centre all based on the same site.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff effectively ensure that the needs of all children are met by providing a good range of stimulating activities of interest to them. Good use is made of the excellent facilities and staff manage the move to various rooms well. Staffing levels are now stable and therefore the group has good capacity to improve.

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

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

- ensure that there are suitable resources available for children during the first session in the food technology room
- ensure that planned activities clearly identify the learning intentions, using the Early Years Foundation Stage framework
- develop systems to monitor and evaluate practice to ensure high quality provision at all times

## The leadership and management of the early years provision

The play leader is ably supported by the committee and colleagues and has been effective in maintaining good provision since the last inspection. The management has a good understanding of the strengths and areas for development but currently the systems for monitoring and evaluating practice are underdeveloped. The local authority is providing support with self-evaluation and several areas identified in their last visit have been addressed. The group has a detailed action plan and the chairperson is working closely with the leader to ensure that the action plan is reviewed regularly. The recommendation from the last report has

been successfully addressed. There is a comprehensive induction programme for new staff. The behaviour policy has recently been reviewed and provides detailed information about bullying. All other policies and procedures, including safeguarding policies, are in place and rigorously implemented. The play leader and her team manage the use of a number of different rooms in the large building well. The first half of the session is held in the school and the second half in the community areas. This effectively ensures the safety and welfare of the children because parents have to enter the community building via the reception desk, which is appropriately manned.

Partnership with parents is good. Parents say that they appreciate the facility and that their children enjoy attending. Staff are approachable and parents are able to discuss any concerns with them. Parents receive regular newsletters about events and there is a comprehensive information book available for them. Parents can also share the learning diaries, which form part of a joint assessment record with the reception class for children in the Early Years Foundation Stage. The links with both the school and the community are very good. The headteacher is vice-chair of the committee and the early years staff are working with the play leader to support her with assessment and planning strategies, using the Early Years Foundation Stage framework.

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

The younger children settle quickly. They enjoy being in an environment with the older children and achieve well. All children start their session in the food technology room, where they enjoy a range of healthy snacks and choose a drink of milk or water. Children know they have to wash their hands before eating and follow the routine appropriately. They are developing independence by selecting their food but currently do not have the experience of pouring their own drinks or spreading their bread. During this time some children bring their own toys and games but there are no other resources available for them to use while others finish their snack. The younger children are well supported by adults and older children in the outdoor area, which is used well and a favourite activity. Children climb and swing on the play equipment in the adventure play area and learn to take turns. In the information technology suite the children in the Early Years Foundation Stage are supported appropriately to use the computers. They enjoy listening to stories read to them by adults and other children.

Once in the community area children have access to a good range of activities. The group follows 'the playwork' ethos that children's play must be freely chosen and they are able to select their resources. This supports the development of their independent skills well. One optional activity is planned for them each day, although the learning intentions for these activities are not sufficiently linked to the Early Years Foundation Stage framework. No children in the early years age group were present at this last session but there is a good range of suitable resources available for when they do attend. The play leader has started to make observations on the younger children, who have only been attending for a very short time, to support the school with its assessments and to contribute to the children's learning diaries.

Staff always carry first aid equipment and necessary documents to each room to ensure the safety of the children at all times. All welfare requirements for both the Early Years Register and Childcare Register are fully in place. Children behave well and any inappropriate behaviour is dealt with sensitively and firmly by the staff. The children know the golden rules and can refer to these when they have done something wrong. Risk assessments are carefully organised and well managed, particularly because several different rooms used during the sessions. This ensures that the children are well cared for at all times. The activities provided effectively help the children to develop their skills in all areas of learning and prepare them well for the future.

## 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?	3
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: Met

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