

Garforth Kids' Club @ Green Lane

Inspection report for early years provision

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Inspector Marian Thomas

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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

Garforth Kids' Club @ Green Lane has been registered since 2003. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the childcare register. The club operates from its own portable unit in the grounds of Green Lane Primary school, which is situated in Garforth, Leeds. The club serves children from the school and surrounding areas. It welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language. The wraparound facility for three and four year olds is open from 07.30 to 18.00, whilst the out of school club runs from 07.30 to 9.00 and from 15.15 to 18.00. Both facilities are open five days a week during term-time and school holidays. The club is registered to care for a maximum of 40 children at any one time. There are currently 95 children from 4 years to 11 years on roll, of whom 45 are in the Early Years Foundation Stage. Currently, there are 14 members of staff employed by the club, 12 of whom hold relevant childcare qualifications. Of these 12, nine are qualified to level 3 and above.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Garforth Kids' Club @ Green Lane is a good provision, which recognises the unique needs of each child who attends. Because of this, including every child is a priority and this is reflected in the way in which children's learning and development needs are met. However, Information and Communication Technologies (ICT) provision is not consistent for all children. Parents say that the setting is safe and staff are caring and their children enjoy coming. The setting works hard to ensure information about children's welfare and learning is shared. The setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of all children.

What steps need to be taken to improve provision further?

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

- increase the number of healthy food choices children are offered at breakfast and snack time
- ensure that all children have access to adequate ICT equipment to promote quality learning.

The leadership and management of the early years provision

The partnership of the management team, which is made up of owners and managers, ensures this setting is well run. The owners are particularly aware of the strengths and areas for development within the organisation and work hard to recruit and retain high quality staff. Because of this, children's learning, development and behaviour are good. Policies and procedures required for safe and efficient management of the Early Years Foundation Stage are securely in

place and regularly reviewed. This ensures that the needs of all children who attend the setting are met. All adults looking after children undergo rigorous checks and hold suitable qualifications. Resources, including staff, are well deployed and all adults in the setting work closely together to provide care and education to a good standard.

The quality and effectiveness of risk assessments and actions taken to manage or eliminate risks is good and record keeping is up to date and securely stored. Provision and outcomes for the children's learning and development are well monitored by the management team through regular quality checks and self-assessment. This has led to clear identification of targets for further improvement. Training and development of staff skills is good and has led to a high number of well-qualified staff within the setting. The management team understand the process of self-evaluation well and have produced their first self-evaluation form. This shows that the setting has a good capacity to continue to improve under current leadership and management. The setting welcomes children with learning difficulties and/or disabilities as well as children from different ethnic and cultural backgrounds. Because of this, the setting has a very inclusive ethos. The setting has strong links with parents and carers, who recognise the happy atmosphere, describing it as 'making it fun for my child'. Parents comment that communication links between themselves and the setting are particularly strong because communication books are used very well and staff are 'approachable and know the children really well'.

The quality and standards of the early years provision

The club's staff ensure that the setting has a calm and welcoming atmosphere and join children in their play. This develops positive relationships with all children. The strength of these relationships is very evident by the speed at which children settle when they first come to the setting. An example of this is when a young child found separating from his parent difficult. Staff showed a good level of expertise when they diverted his attention to play activities in which he quickly became engaged. Children show very positive attitudes to learning and all ages are very keen to join in the activities provided. Their curiosity and questioning skills are developed through access to quality learning challenges. Through careful planning these are well linked to the Early Years Foundation Stage framework. This ensures good continuity of learning whilst children are within the setting. However, ICT provision is not sufficiently well updated to improve children's access to opportunities for developing a good knowledge and understanding of the world. The outdoor provision in this setting is well set up and reflects learning provision inside. This allows children to use the space effectively and gives them the opportunity to make good learning choices.

The staff work very hard to ensure children really enjoy themselves when they come to the provision. This is reflected in children's attitudes and comments. For example children say 'I love playing the ball with my friends because I like being a goalkeeper'. A positive behaviour policy is in place, which all children recognise. Because of this, children are polite, take turns and are considerate towards each other. For example two children working alongside each other designing passports

for travelling share colouring pencils, asking politely for different colours and showing a good level of personal and emotional development. These high personal standards are reinforced by the manner in which adults respond to each other and to the children.

Active learning is well promoted within the safe and secure setting through a good range of activities. This helps the children in the setting to develop learning skills, which directly contribute to their future economic well-being. The importance of healthy eating is established and children are served food, which they enjoy. However, too little choice is offered, particularly to younger children at snack time and this reduces their opportunities to try new tastes and experiences. Children are aware of the importance of washing their hands before eating to reduce the spread of infection. They enjoy active play outside, particularly when they climb up the slides and crawl through the tunnels. This helps to develop their physical fitness. Children's welfare, learning and development, underpin everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and behaviour that all children display.

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?	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