

Tetney Kids Club

Inspection report for early years provision

Unique reference number	EY287698
Inspection date	20/05/2009
Inspector	Roger Fry
Setting address	Tetney Primary School, Humberston Road, Tetney, Grimsby, South Humberside, DN36 5NG
Telephone number	01472 388562
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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

Tetney Kids Club opened in 2004 and is a committee run group. It operates from a mobile classroom in the grounds of Tetney Primary School, Lincolnshire. There is one main room and children have access to an enclosed field within the school grounds.

A maximum of 16 children, aged from four to under eight years, may attend the club at any one time. Children up to the age of 11 years are also made welcome. There are currently 78 children on roll. Children attend for a variety of sessions. The club has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The club serves the immediate locality as well the villages of the surrounding area. There is access for disabled children and adults.

The club opens five days a week, Monday to Friday, from 07.30 to 09.00 and 15.00 to 18.00, in school term times. In addition, the club opens from 07.30 to 18.00 during school holidays.

There are six staff who work with the children on both a full- and part-time basis. Half the staff hold appropriate qualifications. One member of staff is working towards a recognised relevant qualification.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting has a growing partnership with '4 Children', which helps the Kids Club meet regulations.

Overall effectiveness of the early years provision

The provision at Tetney Kids Club is satisfactory. It meets children's needs adequately and includes all of them in the activities offered. Overall, it is satisfactorily led but has a good capacity for maintaining improvement. The committee is particularly active. Children enjoy their time in the setting and look forward to before and after school activities.

What steps need to be taken to improve provision further?

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

- liaise more closely with the Early Years Foundation Stage in the main school to develop children's skills and knowledge more systematically
- create a rigorous log to record complaints
- ensure that records of assessments of physical risk to children made by staff emphasise ways effectively of controlling the risks identified.

The leadership and management of the early years provision

Tetney Kids Club is soundly led and managed. The leader and the committee members have a good understanding of the setting's strengths and areas for development. There is a positive approach to self-evaluation. Decision making is shared between all staff and committee members. There are regular meetings to consider new ideas and priorities. This has resulted, for example, in the recent development of an efficient system to record children's progress. There is a growing positive partnership with '4 Children'. This link confirms that the setting has a good capacity to make further improvements. The list of priorities the setting has agreed is well chosen. The setting is ensuring that it keeps up better with changes in regulations and national policies.

Staff work together efficiently to ensure that children feel safe, make progress with their chosen activities and enjoy their learning. The setting has a comprehensive list of children's interests, which staff explore with children under the often creative leadership of the manager.

The staff and committee have identified several areas for development. They realise that children's experiences would have greater meaning if there were closer links with Tetney Primary regarding what each has been doing each day in lessons. Presently, there are few links of this kind between the setting and the school.

The safety and welfare of children is a priority and relevant policies are in place. Staff are vigilant. Procedures for safeguarding children meet requirements. Staff assess the risks indoors and out, but not enough attention is given to recording how risks identified can be minimised. Registration at the beginning and end of each session is efficient. One of the two areas for improvement identified during the last inspection has been met. Although there have been no complaints, the setting does not have an effective method of recording them, should it be needed.

Links with parents are good and all those asked said how content they are with the setting.

The quality and standards of the early years provision

The provision is satisfactory and improving. Children are well known to staff and relationships are good. Each child has a key worker to look after them. Children grow in self-confidence, knowing that they have an adult to turn to. Behaviour is generally good. Children benefit from the use of the school's field and from having a room just for the setting's use. Good use is made of the outside play area. Children enjoy jogging in the morning sessions and are ready for school at 8.50. Good relationships with parents result in happy children who enjoy going to the Kids Club.

Session planning is brief but appropriate for the setting. Themed work captures children's interest. There is a satisfactory range of independent activities for children to do in the room, such as boxed games, painting and drawing. The new

system for assessing children's progress is efficient. Staff record the progress they see children make, based on statements from the Early Years Foundation Stage Framework. Evidence is kept of what children have done and this is beginning to be used to form the basis of plans for future work. Staff realise that the link between the main school provision and that provided by the setting could be closer, to make children's experiences more meaningful across the day.

Snack times reinforce agreeable conversation. The positive start and end to each school day in the setting supports children's enjoyment of education. The setting achieves its aim of being a place that is, 'homely, relaxed, and encourages and supports children's interests'.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
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