

K@Boom Before and After School Club and Holiday Club

Inspection report for early years provision

Unique reference number	509380
Inspection date	07/07/2009
Inspector	Angela Dyer
Setting address	St. Francis Centre, Sycamore Road, Bournville, Birmingham, West Midlands, B30 2AA
Telephone number	0121 472 7215
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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

K@Boom Before and After School Club and Holiday Club has been registered since 1994 and is located within the St Francis Centre in Bournville, Birmingham. The club operates from various rooms within the centre including a hall, a large room with a sliding partition and a further room on the lower ground floor. There is no lift access to the lower ground floor but there are no accessibility issues at the front of the building.

A maximum of 60 children may attend the setting at any one time. There are currently 25 children on roll who are within the early years age range and 120 children aged between five and 11 years; this care is registered on both the compulsory and voluntary parts of the Childcare Register. The setting has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The club offers before and after school provision for children that attend Bournville Junior and Infant School and is part of the 'Border Busters' Extended Schools Cluster Group. The club operates each weekday, during term time, from 08.00 to 08.50 and 15.20 to 18.00. The club also runs a playscheme during school holidays for local children from 07.00 until 18.00.

The club employs seven staff members, five of whom hold relevant childcare and playwork qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. An inclusive and welcoming service is provided, where children are cared for by friendly, qualified and caring staff. Children enjoy their time at the club and move confidently between the various areas within the centre, accessing a suitable range of activities and resources. Partnership working with parents is a strength of the setting and strategies to work cooperatively with the local school, which children attend, are being developed. The setting has made many improvements since their last inspection and all staff demonstrate a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- support children in developing an understanding of the importance of making healthy choices in relation to food
- review the range of resources available to ensure that they are of good quality and sufficiently challenging and interesting
- create a stimulating environment outdoors that offers a range of activities which will encourage children's interest and curiosity.

The leadership and management of the early years provision

Staff within the setting work well as a team and benefit from the manager's improved leadership skills and her enthusiasm and commitment to provide good quality provision. Many areas of the setting's practice have undergone review following the last inspection and as a result many improvements have been made, specifically with regards to safety, documentation and staff's understanding of the setting's policies and procedures. Staff have had the opportunity to visit the local school to share and observe good practice and have also benefited from being able to access additional training in relation to safeguarding, risk assessment and the Early Years Foundation Stage. Parents, staff and children have started to engage in a self-evaluation process to identify the setting's strengths and weaknesses and the management team demonstrate a commitment to future improvement. However, many new initiatives, in relation to the development of the garden area, the introduction of a buddy system for younger children, the provision of computers and the introduction of a healthy snack bar, have not yet been implemented to benefit children.

The setting is maintained to a satisfactory level and staff work hard to prepare the rooms in readiness for children's arrival. Regular risk assessments are now completed to address any safety issues and records, documents and policies have been reviewed and amended to form the basis for effective practice. Children are collected from the local school by staff within the setting who, following the completion of a risk assessment, have introduced the use of rope linked hoops for children to hold on to. Through discussion, children demonstrate a mature understanding of the safety rules when walking from the school and understand the importance of crossing the road and car park where it is safe to do so. Children move confidently between the different areas within the setting and staff are deployed effectively to ensure that children are supervised at all times. Security within the setting is good as all exits are kept locked to ensure that unwanted visitors do not gain access to the setting or present a risk to children. All staff have a suitable knowledge of safeguarding procedures and many have attended further training to increase their awareness of their responsibilities to protect the children in their care.

Partnerships with parents are open and friendly and many parents commented on the friendliness of the staff and the positive relationships that have been formed between children, parents and staff. Parents also referred to the club as playing a valuable role within their community and found the staff to be particularly supportive of their children's and families' needs. All children have an identified key person who oversees their care, helps them to settle and ensures that they are being cared for appropriately. Staff also understand the value of working in partnership with the children's school and have formed strong links with the head teacher and teaching staff to ensure that relevant information is shared between both parties. The setting has also benefited from the support of the head teacher, who has taken a more active role in the setting and is now a trustee.

The quality and standards of the early years provision

The club is a busy setting, full of laughter and chatter, and children talk positively about how they enjoy attending and spending extra time with their friends from school. Children are consulted with about what they would like to do at the club and enjoy playing team games in the hall and participating in activities including role play, snooker, collage, painting and table football. Space is also provided for quieter activities and some children choose to watch television, sit in small groups to chat and play with construction toys and board games. However, some play resources are of poor quality and lack stimulation and challenge, for example board games have missing parts, construction toys have limited pieces and many felt tips have ran out, leading some children to become frustrated in their play.

All children are able to relax, rest or let off steam following the rigours of the school day according to their individual needs. Children are able to enjoy a range of physical activities within the spacious hall and are also able to access a small outside area. However, whilst there are plans to develop this area, the current space is not being used to its full potential to provide children with stimulating outdoor play opportunities. Children's health is promoted, as on arriving at the club children are encouraged to wash their hands before having their snack. However, children are not fully encouraged to develop an awareness of the importance of healthy eating, as whilst many children enjoy healthy snacks provided from home some older children arrive at the club with sweets and lollipops.

All staff interact positively with the children as they encourage children to pursue their own interests and make choices within their play. Children's efforts and achievements are praised and valued by staff and children's artwork is proudly displayed around the setting. As a result, children's confidence and self-esteem is promoted. Children are beginning to develop an understanding of diversity issues as staff encourage positive, open discussion about each other's similarities and differences. With the support of school funding some children have also benefited from the opportunity to learn sign language. Staff are positive role models and children display good manners and show respect for each other and staff.

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.	3

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?	3
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?	3
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