

KidsCare Unlimited - St John's

Inspection report for early years provision

Unique reference number	EY315423
Inspection date	21/05/2009
Inspector	Edgar Hastings
Setting address	St. Johns C of E Primary School, Blakebrook, Kidderminster, Worcestershire, DY11 6AP
Telephone number	01562 745 558
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

KidsCare Unlimited – St John's opened under its present ownership in 2005. The club operates from a demountable building which is situated at the rear of St John's C of E Primary School and is adjacent to Baxter High School, in Kidderminster, Worcestershire. It is managed as part of the KidsCare Unlimited Organisation, and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The club has access to additional toilet facilities in the host school to supplement the single toilet and wash basin available in the building itself, if required. There is a paved and fenced outdoor area surrounding the building for outdoor play. There are steps to the entrance and to the fire exit, but no disabled access ramp. The club has sole use of the building during session times and serves the adjacent schools only.

The club is registered to care for up to 16 children aged from three to under eight years at any one time. It opens each weekday from 15:00 to 18:00 during school term times only. Additional children aged over eight years also attend. There are currently 31 children from five to 13 years on roll, of whom five are in the Early Years Foundation Stage age range.

There are four part-time members of staff that work with the children each week, and three of them hold appropriate early years qualifications. The fourth is currently working towards a qualification. Three of the staff are first aid trained. The host organisation may provide staff cover in case of holiday or sickness. There are links with the adjacent primary school.

Overall effectiveness of the early years provision

The provision for children attending the after school club is good. The children enjoy attending because of the good range of activities provided, the warm welcome they receive from the staff, and because they are able to make many new friends which ensures they make very good progress in their personal development. The setting is very inclusive and caters well for all ages and groups of children. The setting provides a very safe and secure environment for the children to work and play in, and there are effective safeguarding procedures in place. The supervisor demonstrates she has the desire and a good capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- actively seek access to Early Years Foundation Stage training through the host organisation
- ensure planning is completed consistently showing links to the six areas of

- learning
- make assessments of children's progress linked to planning in order to identify the next steps in children's learning

The leadership and management of the early years provision

The setting is efficiently managed under the good leadership of the supervisor, who has maintained the well-established routines and friendly ethos since her arrival. A varied programme of interesting and enjoyable activities is provided which the children greatly enjoy. The experienced staff know their roles and responsibilities, and work together well as a team to support the children. All statutory requirements in the form of policies, procedures and records are in place to ensure children are kept safe and secure, and there are robust safeguarding procedures which are currently being reviewed and updated further.

The process of self-evaluation has just been introduced to the setting. It is in the very early stages of development with all staff making a contribution to it. The process is building on the previously held informal staff meetings which were held to identify areas for development. But it is not yet at the stage where it is effectively driving forward improvements. Of the four issues that were raised at the time of the previous inspection all have all now been addressed to improve the quality and standard of care, with the exception of the additional toilet facilities where quotations for costs are currently being sought from local companies.

Although the staff have attended a number of courses to support their professional development, there has been a difficulty in gaining admission to training in the new Early Years Foundation Stage framework due to lack of available places. Attendance at this course will enable staff become familiar with the new framework, and will assist them with their planning which currently needs to show greater links to the areas of learning. Assessment procedures do not show consistent links to the planning to enable the next steps in children's learning to be established.

Parents speak highly of the quality of the setting, and confirm that they have regular opportunities to speak to staff about their child's welfare and progress. They also receive information from the setting via newsletters. The links with the school enable staff collecting the younger children to exchange information informally about their achievements and any progress they have made, with the teaching staff. The setting also benefits from the use of the school's outdoor play area and games field.

The quality and standards of the early years provision

The younger children are met and safely escorted to the club room where a welcoming atmosphere awaits them on arrival. They are warmly greeted by the staff and happily slot into the well-established routines for the start of the session. The children have time to sit and chat socially before registration, and they told the inspector how much they enjoyed attending because of the many interesting

activities provided for them. They also said the staff were very friendly and took good care of them, especially if they were taken ill or had an accident. Most of all they enjoyed making new friends from other classes or year groups. This opportunity clearly has a very positive effect upon their personal and social development because of the way the children relate to each other so well when playing games or participating in activities.

The overall quality of provision for learning and development is good. The organised outdoor games enable children to learn to play safely, and to play by the rules and to be co-operative. The children show a good deal of confidence in the way they conduct themselves, and make their own choice of activity reflecting their developing independence. Outdoor activity is available daily, weather permitting, allowing children to engage in regular physical activity as well to develop their sporting skills. A reading corner is set aside to foster the development of an interest in reading, as well as to improve reading skills. A number of the children engage in drawing pictures of castles, and demonstrate some good levels of creativity as well as fine motor skills as they illustrate towers and battlements in clear detail.

The promotion of the children's welfare is good with every precaution taken to ensure the well being and safety of each child. Regular risk assessments are carried out to ensure resources and premises are safe for use. Children develop a good grasp of how to stay safe personally because the setting provides information on 'Stranger Danger', and through organising a 'Child Safety Week'. There is a set of club rules to which the children contributed and have ownership, and they understand the need for safe play at all times. The children have a very clear understanding of a healthy lifestyle, and this is supported by the club's promotion of healthy eating.

The way children make friends and treat each other is excellent. They enjoy very positive relationships with each other, and the staff, by helping and co-operating to make the club a harmonious place where all children can thrive. This coupled with their good personal and social development is preparing 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

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?	3
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?	1
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