

Simply Kids

Inspection report for early years provision

Unique reference number	EY336201
Inspection date	17/06/2009
Inspector	Anthony Anderson
Setting address	Parkland Primary School, Old Park Road, BRADFORD, West Yorkshire, BD10 9BG
Telephone number	01274 611512
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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

Simply Kids is a privately-owned out of school provision. It opened in 2006 and operates from one room which is sectioned off from a newly refurbished kitchen. It is situated at Parkland Primary School in Bradford. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the out of school provision at any one time. There are currently six early years children on roll. The after school club is open each weekday from 15.00 to 17.45 during term time. There is a secure enclosed outdoor play area and school playground for outside play. The setting offers support to children with learning difficulties and/or disabilities. The out of school provision employs three members of staff. Of these, one holds an appropriate early years/play work qualification and two are working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff are appropriately trained and experienced in early years practice. They provide a friendly and enthusiastic welcome to children and their parents and children enjoy their activities. Some aspects of the general care and welfare provision, such as first aid and the recording of occasional accidents are good, but some evidence was not available for inspection or consistently recorded. Inclusion is satisfactory. Staff are at the early stages of implementing the Early Years Foundation Stage. The setting's management demonstrate a satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- further develop planning and assessment procedures so that all children are challenged in their learning
- continue to develop systems of self-evaluation and ensure that they lead to continuous improvement
- ensure that risk assessments and fire drills are consistently recorded and available for inspection.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all records of the information used to assess suitability of staff are available for inspection (Suitable People) 30/06/2009
- ensure that the mandatory early years key person system is immediately introduced (Organisation). 30/06/2009

The leadership and management of the early years provision

Staff work together well under the day to day direction of the setting's owner/manager. Together, they create a warm and friendly atmosphere in the setting which is appreciated by children who are well supported when they are ill or have an accident. However, some vetting checks on staff were not available for inspection which is a statutory requirement. There are no records of risk assessments or fire drills being consistently undertaken and available for inspection. Informal meetings are used to encourage staff to identify individual training and development needs. The local Early Years Play Team have helped the setting's management to introduce 'The First Claim', a framework for playwork. This is helpful in supporting the introduction of self-evaluation through questioning and analysis of the provision but it is not yet leading the provision to continuous improvement. The implementation of the Early Years Foundation Stage framework is at the early stages and management are unfamiliar with its main requirements such as the mandatory introduction of a key person system.

Early years children attending the setting are limited in their progress due to the lack of observations, assessments and planning linked to their next steps of development. This also has an impact on inclusion as the children are not receiving sufficient support towards their future learning and well-being. Management's liaison with the Foundation Stage section of the main school is positive and is gradually developing in line with links to external agencies. The information available for parents within the setting is helpful and informative. Parents say that they are pleased with the day to day management of the provision and in the way staff provide good support towards children's enjoyment when attending this setting but know less about their progress towards the Early Learning Goals.

The quality and standards of the early years provision

Children clearly enjoy themselves in this friendly setting. There is a distinct focus on enjoyment linked to a wide range of activities to support children's development. For example, a small group of children are escorted to a nearby school where they join other young members of the after school club for the weekly gardening club. This is a well managed project which supports children's learning and helps them to understand the names and descriptions of flowers, vegetables and shrubs. They display a mature and determined approach to the many horticultural challenges presented to them despite the poor weather conditions.

Staff utilise their skills and experience when setting out a range of activities and challenging games on the floor and tables of the spacious setting. Children are encouraged to make choices and some select construction activities whilst others enjoy painting and colouring. A television and DVD player are occasionally used in the quiet area when children feel the need to rest and relax. Outdoor facilities are good and are used well to support physical development and regular exercise linked to healthy lifestyles. Children enjoy a selection of healthy food and soft drinks contributing further to their health and well-being.

Planning of activities is linked to regular themes such as 'holidays' and a forthcoming 'Italian Day', but does not include any specific activities for younger children which are designed to support and develop the six areas of early years learning. The staff are in the early stages of recording and using their observations of children's learning to plan the next steps of their learning. Consequently, this results in insufficient challenge for some children which limits their progress to a satisfactory level. Children enjoy helping to organise a range of out of school activities and this supports their future economic well-being.

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?	3
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?	2
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