

Whitkirk Kidz Club Co-operative Ltd

Inspection report for early years provision

Unique reference number	EY363898
Inspection date	29/07/2009
Inspector	Angela Margaret Ellis
Setting address	Whitkirk Primary School, Templegate Walk, LEEDS, LS15 0EU
Telephone number	0113 2602411
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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

Whitkirk Kidz Club Co-operative Ltd is run by a limited company. It registered in 2007 and operates from five rooms within Whitkirk Primary School. It is situated in a suburb on the outskirts of Leeds. The before and after school club is open each weekday from 07.30 to 08.45 and from 15.15 to 18.00, term time only. The holiday club is open each weekday from 07.30 to 18.00, during school holidays. All children share access to a secure enclosed outdoor play area.

The setting is registered to care for a maximum of 32 children within the early years age range. Care is also offered to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently has 126 children on roll. 15 of these are within the early years age range. The setting currently supports a number of children with learning difficulties and disabilities. Children come from the surrounding areas, as the children are pupils at various local schools. The setting employs ten members of staff. Of these, seven hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are cared for in a welcoming and stimulating environment where their individual needs are effectively considered and met by a committed staff team. This enables children to make sound progress within their learning and development. Most aspects of the welfare requirements are effectively met. However, there are some aspects of documentation and a key person system that are not in place, which does not fully meet the requirements. Links with the school on site are good, however, the links with other schools delivering the early years foundation stage are not as effective. The systems in place to demonstrate that the setting are reflecting on and evaluating their practice in order to maintain continuous improvement are in their infancy.

What steps need to be taken to improve provision further?

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

- use the observations and assessments from others delivering the Early Years Foundation Stage to identify learning priorities within the planning
- ensure that when parents provide packed lunches that perishable foods are stored appropriately
- continue to build on the positive relationships that staff have with children by ensuring that they sit with children at meal and snack times
- develop the system of self-evaluation in order to identify strengths and areas for development to maintain continuous improvement and demonstrate how staffs, children's and parents views contribute towards it in a meaningful way
- ensure that all new staff to the setting have an induction and that it includes

reading the policies and procedures.

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

- ensure that a record is maintained of the unique reference numbers of Criminal Records Bureau (CRB) disclosures obtained and the date on which they were obtained (Suitable people) (also applies to both parts of the Childcare Register) 29/07/2009
- ensure that each child is assigned a key person (Organisation) 29/07/2009
- ensure that all records, for example, risk assessments for indoors, outdoors and outings. As well as the required policies and procedures required for the safe and efficient management of the setting are available for inspection (Documentation). 29/07/2009

The leadership and management of the early years provision

A key strength of this setting is the staffs' enthusiasm and commitment to working cohesively with children and families to offer quality extended out of school care within the local community. Staff verbally demonstrated how they reflect and evaluate on aspects of the activities they provide. However, there is not a system of self-evaluation that identifies strengths and any areas of improvement that relates directly to the Early Years Foundation Stage (EYFS) that involves all staff, children and parents contributing to it in a meaningful way. Recommendations made since the last inspection have been suitably implemented contributing to the setting's capacity to maintain continuous improvement.

All children and their families are warmly welcomed by staff that are sensitive and value their individuality. Positive feedback from parents demonstrates that friendly relationships with staff have been established. They are provided with verbal feedback after each session. However, there is no one identified key person for the child and parent to personally relate to in order to share information about the individual needs of their child. Except for some children with learning difficulties and disabilities where there is good one to one support for individuals. Parents are offered some good information about the setting, however, the required policies and procedures required for the safe and efficient management of the setting were not available at the time of the inspection. This means that this is a breach in regulations and they are not fully met. Good links with the staff delivering the Early Years Foundation Stage within the school have been made, however, dialogue is not used sufficiently well from other schools to share observations and assessments of individual children to provide continuity and meet the children's individual needs effectively.

All staff understand their responsibility for safeguarding children and demonstrate a sound knowledge and understanding of how to implement the procedures for

child protection to ensure the well-being of the children. However, the record required to show that Criminal Record Bureau disclosures have been obtained for all staff was not available. This is a breach in regulations. The staff team are working well together and have a wide range of experience and skills within early years between them. However, it was highlighted that some staff, although they work in school have not had an induction within the out of school care club and have not seen some of the clubs policies and procedures in order to understand how the provision operates and their role within it.

Many of the required records and documentation were available for inspection, however, there were some that were not accessible and these included the records related to when risk assessments have been checked and by whom and all the policies and procedures. This means that the requirements are not fully met.

The quality and standards of the early years provision

The quality and standard of the early year's provision is sound. Children have independent access to a wide range of resources which enables them to follow their own interests and learn and develop appropriately. They enjoyed imaginative role play, playing pool in which children are developing their hand-eye coordination skills as well as taking turns. Participating in musical bumps was a particular favourite with children developing their listening skills while enjoying dancing to the music. Children were developing their physical skills through team games such as rounders and further ball skills that required hand and eye coordination skills while dribbling a ball around a number of cones lined up in a row. The children are happy, settled and enjoy their time at the club.

Children are treated with equal concern and are fully included and involved. Inclusion is an integral part of the provision. Children become aware of similarities and differences and increase their understanding of the wider world, because a varied range of activities are planned and resources provided that reflect diversity and acknowledge cultural differences and disability. Children with specific needs are well supported when necessary, which ensures they are able to take part in all aspects of the club to facilitate their well-being.

Children learn about their local community because the school, where the club is based, is at the heart of the area. Children broaden their experiences because they observe and learn about their environment, nature, the seasons and observe wildlife whilst playing outdoors and through walks and outings.

Children learn to build respectful relationships with staff, each other and other living things as well as learning to respect furniture and equipment within their club. Children are involved in making behaviour rules and as a result they are clear about the boundaries and learn to be kind, considerate and thoughtful to each other. Staff manage children's behaviour appropriately and there is a consistent approach with staff offering explanations, and as a result children respond to staff requests.

Children's health and well-being are appropriately promoted, enabling them to

learn about healthier lifestyles. This is because they have regular access to fresh air and exercise. Children learn about cleanliness and personal hygiene through gentle reminders to wash hands during their routines. Children begin to learn the benefits of eating for their healthy growth and development as they are offered nutritionally balanced snacks that include a selection of fresh fruits. Children bring a packed lunch and information is provided for parents about safe storage, however, this was not consistently implemented by staff on the day of the inspection as some perishables were not placed in the fridge when they were brought at the beginning of the day. Therefore, posing a risk to children's health. Children ate together, however, staff did not sit with the children to facilitate the relaxed social occasion. Children have a balance between freedom and safe limits. Staff understand that suitable types of activities and appropriate levels of support give children the confidence to take risks and try out new skills.

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?	2
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?	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that the following information is available to parents: copies of the written statements of safeguarding procedures and complaints procedures (CR9.1) (also applies to the voluntary part of the Childcare Register). 29/07/2009
- ensure that information about the registration system for the compulsory part of the Child Care Register is available to parents (CR9.3) (also applies to the voluntary part of the Childcare Register). 29/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Childcare Register section of the report (the voluntary part of the Childcare Register) (CR9.1) 29/07/2009
- take action as specified in the Childcare Register section of the report (the voluntary part of the Childcare Register) (CR9.3). 29/07/2009