

# Stokesley Kids Club

Inspection report for early years provision

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**Unique reference number**

EY364270

**Inspection date**

09/07/2009

**Inspector**

Michele Crichton

**Setting address**

Stokesly CP School, 5 Springfield, Stokesly, Middlesbrough,  
Cleveland, TS9 5EW

**Telephone number**

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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

Stokesley Kids Club has been registered to provide day care since 1997. The facility was re-registered in October 2007 as it moved to new premises. The club is privately owned and is situated in Stokesley County Primary School, Middlesbrough. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register. It operates from a modular classroom within the school grounds. There is a fully enclosed area for outdoor play, with access to other parts of the school grounds at certain times. The club is registered to care for a maximum of 22 children at any one time with 61 children on roll currently, six of whom are in early years provision. The scheme is registered to provide full day care during holidays and before and after school care during term time for children three to 13 years of age. The club opens five days a week during term time and most school holidays. Sessions are from 08.00 to 18.00 during school holidays and 07.30 to 09.00 and 15.10 to 18.00 during term time. There are three permanent staff members working with the children, one of whom holds a recognised early years qualification, one member of staff has Qualified Teacher Status, and one who has many years experience of working with children. The group has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language, although currently no children needing this support attend.

## Overall effectiveness of the early years provision

Overall, the quality of provision is satisfactory. Positive steps are taken to provide an inclusive environment that welcomes children's individuality and to ensure that they are happy, settled and enjoy their time at the club. However, systems to promote young children's learning through the Early Years Foundation Stage framework are not extensively developed. The setting's capacity to maintain continuous improvement is satisfactory. Although staff identify the strengths and development areas of their provision and practice this is not completed systematically and a lapse in procedure has resulted in an action for the club.

## What steps need to be taken to improve provision further?

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

- implement further the Early Years Foundation Stage framework and ensure there is sufficient challenge to assist children towards their next steps of development
- ensure that there are suitable and hygienic hand washing facilities for staff and make staff aware of health and safety legislation (including hygiene requirements) to ensure risks to children are minimised.

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

- ensure that Ofsted is notified immediately, and at least 10/08/2009

within 14 days of changes, with all appropriate documentation regarding employment changes to key staff.(Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register)

## **The leadership and management of the early years provision**

Staff work well together to promote children's wellbeing and enjoyment during their time in the club. The majority of required policies, procedures and documentation for the safe and efficient management of the setting are in place. However, although the setting has processes in place to review the strengths and weaknesses in its provision this is not consistently implemented and evaluated. For example, there are appropriate vetting procedures to ensure that staff are suitable to work with children. There are clear protocols for dealing with situations where children are lost or if parents fail to collect their children themselves. However, other policies are out of date and the failure to notify Ofsted with a change in a key staff member has resulted in an action being raised as this is a breach in the requirements of the Early Years Foundation Stage. This inconsistency of practice is also evident in other forms in the club. For example, although children's health and hygiene are actively promoted, there is no easy access for staff to wash their hands after using the toilet. This is because the hand basin is not plumbed in and staff must use the kitchen facilities or use the children's toilets to wash their hands.

Friendly relationships are established with parents who express positive views about the provision. A welcome brochure provides helpful initial information and there is ongoing communication with parents about their children and events and activities within the setting. Parents are formerly asked their views on how the setting can be improved and the children are consulted more informally. The setting provides a welcoming and inclusive environment, which values all children individually.

## **The quality and standards of the early years provision**

Staff take the time to build strong and positive relationships with children and this is a strength of the club. Interaction between the staff and the children is good because staff know the children well and understand them as individuals. Consequently a calm and relaxed environment is created. Parents are appreciative of the provision that staff offer and spoke favourably and positively about them. On arrival to the club, all children are registered on entry into a secure environment. In the morning session there is a quick breakfast available of toast and a drink for those who want it. A wider range of healthy snacks is available at the later session at the end of the school day.

There are a opportunities to use the outside area to support and develop children's physical and social skills but this tends to take place in the later afternoon session as shared access areas with the school makes this difficult to organise in the

morning. After breakfast, some children enjoy completing a range of the creative activities ready and waiting for them. In the club there is keen focus on children's creative development and additional learning opportunities are channelled through this area. For example, a topic on different cultures enhances children's understanding of the wider world around them. However, these activities do not always given sufficient challenge to all children. Currently, the planning and monitoring for the youngest children's learning and development is basic and staff are beginning to formalise and detail this more. 'Learning journeys' which capture children's development are variable but this partly reflects the limited time some children spend at the club. During the sessions children choose to access from the range of resources and equipment readily accessible to them. For example, children independently use one of the two computers that are available, read, play games, complete jigsaw puzzles, play with Lego or simply chat with friends. At the end of the breakfast session, young children are safely escorted to the Foundation Stage section of the main school. They behave well because staff set definite boundaries and have good relationships with the children. Both independence and cooperation are promoted well by staff. Children move around freely and make choices about their play and initiate their own learning, which promotes their independence skills. Older and younger children take turns and play together well in a warm, friendly and sociable environment. Time is taken for conversations with children to discuss their day and how they are feeling, which are held with genuine interest and enthusiasm.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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:

- take action as specified in the early years section of the report (CR10) 10/08/2009

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 early years section of the report (CR10) 10/08/2009