

Garforth Kids Club at Manston

Inspection report for early years provision

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Inspector Alison Margaret Walker

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Garforth Kids Club at Manston opened in 2004. It is one of five childcare provisions run by Garforth Kids Club Limited. It operates from a number of rooms both on the ground and first floor at Manston St. James parish hall in the Crossgates area of Leeds and serves the children of Manston Saint James Primary School and Manston Primary School.

The group serves the local community and surrounding areas and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 32 children aged four to eight years at each session, children also attend up to the age of eleven years. It operates both before and after school term time only. Opening hours are between 8am to 9am and 3.30pm to 6pm. There are currently 61 children on the roll aged between four and 11 years, who attend for a variety of sessions, of these five are in the early years age group. The club employs four members of staff, of these, half have an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a welcoming environment where children are happy and relaxed. High priority is given to the children's well-being and safety. All policies and procedures are implemented effectively. Staff have a good understanding of the Early Years Foundation Stage Framework and the implementation of this is developing well. The club works closely with the two schools it serves to complement the children's individual development and learning needs. Effective partnerships with parents have been established to ensure continuity of care. The staff work well together as a team and receive good support from the two owners. The club is committed to regularly evaluating their practice to identify areas they would like to improve.

What steps need to be taken to improve provision further?

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

- provide resources to reflect positive images of disability
- develop information technology resources.

The effectiveness of leadership and management of the early years provision

A safeguarding policy is in place and children are safeguarded within the setting. At least half the staff hold recognised childcare qualifications and all are cleared with the Criminal Records Bureau to ensure they are suitable to work with and be unsupervised in the presence of children. There is a record available on site to

show which staff have had all the necessary checks carried out. The manager is the designated officer within the staff team to be responsible for child protection with full support of the owners. Three members of staff hold valid first aid certificates.

The owners, manager and staff have a clear of understanding and knowledge of the EYFS framework and the supporting guidance. There are self-evaluation systems in place and this helps identify areas they would like to improve. The setting shows commitment to continuous improvement, for example, since the last inspection they have introduced more flexible meal and snack times and this works well giving the children a choice of when they eat. Partnerships with parents are effective. New parents receive a prospectus which gives them clear information on the settings policies and procedures. There is a parents' notice board with planning displayed and parents can access their children's profiles to see how they are progressing. Parents are keen to express how happy they are with the setting. They feel the staff are approachable; they always pass messages on from school, know the children well and treat them as individuals. Parents follow on their children's interest at home. For example, children learn about healthy eating at the setting and follow on their interest by helping to prepare healthy meals at home.

The quality and standards of the early years provision and outcomes for children

Children are designated to a key person to support their development and welfare. Children can freely access a range of activities and enjoy playing with their friends. Some children sit quietly reading a book whilst others play board games and some build space ships with the small construction bricks. Staff join in with children and engage them in playing board games and helping with homework. Children have fun and enjoy being in the relaxed atmosphere of the out of school club. Staff plan a range of activities and provide a generally good selection of resources. However, information technology equipment is rather limited. They identify any learning intentions for the children and provide them with opportunities to challenge their learning and development should they wish to. Planning links to the areas of learning and evidence is available which supports any observations been carried out to assist children in making the best progress towards the early learning goals or complement the learning that takes place in school.

Equality and diversity is promoted reasonably well. Some festivals and celebrations have been introduced to the children, for example, Chinese New Year and Easter and resources are freely available to the children to promote diversity, such as dressing up clothes from around the world. The children enjoy making a large colourful display of flags from different countries and identify the countries on the globe. However, there is a lack of resources to positively reflect disability.

Children have free access to drinks throughout the session with snacks, such as fresh fruit, vegetables and wholemeal toast. Healthy eating is promoted; children help prepare their snacks and as a consequence enjoy their food and have healthy appetites. Children routinely wash their hands before they sit down to eat. Children's health and physical development is well supported as they have regular

access to fresh air and physical play. They access the large sports field at the side of the setting and enjoy group ball games and using physical apparatus. Children receive constant praise and support from the staff which helps them develop sound understanding of appropriate behaviour. They learn to take turns and share as they play together and are rewarded with positive encouragement which raises their confidence and self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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