

Spixworth Kidz Klub

Inspection report for early years provision

Unique reference number

EY390783

Inspection date

30/09/2009

Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sprowston Kidz Klub was registered in 2009. It operates from a mobile classroom which is located within the grounds of Woodland View Middle School, Norwich, Norfolk. Children have access to the school hall, playground, field and toilets. A maximum of 24 children between the ages of four and eight years may attend at any one time. At present there are 38 children on roll of whom three are in the early years age group. The club is open Monday to Friday from 3.00pm until 6.00pm during term time only.

The provision supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The manager holds recognised early years qualifications, one member of staff holds a level two qualification and is currently working towards a level three and the other member of staff is currently working towards a level two qualification. The club serves the local school and collections are made from Spixworth, Frettenham, Hainford, White Woman and Lodge Lane First Schools. Close links have been established with the local schools to support children attending the club. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Spixworth Kidz Klub provides a happy, enjoyable and inclusive experience for children after school. Children are able to take part in well planned fun activities which compliment and extend their learning experiences. Older children attending have a positive impact in supporting the needs of children in the early years age group. Partnerships with parents and other providers are generally good. Children's welfare is actively promoted through many secure policies and procedures. The proprietor and her staff show a strong commitment to further improvement and are developing systems to support this process.

What steps need to be taken to improve provision further?

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

- develop a system to ensure all documentation is easily accessible and available for inspection by Ofsted.

The effectiveness of leadership and management of the early years provision

Children benefit from the good organisation promoted by the manager and her staff group. A clear understanding of roles and responsibilities supports the day to day running of this provision well in meeting the needs of the children. Staff are

deployed effectively so that children are able to engage in activities which support their interests. Inclusive practice is well promoted through gathering information from parents and tailoring activities and routines to support all children. Space in the mobile classroom is used effectively, the school hall provides a large area to allow children time to play games and exercise during wet weather.

Records, policies and procedures required for safe and efficient management are in place. Risk assessments are carried out and well documented. Fire evacuation drills are practised to ensure all staff and children are familiar with what action to take in such an event. However, although, all documentation is on the premises they are not easily accessible and available for inspection by Ofsted. Staff are supported in their own development through appraisals and the manager is pro-active in supporting applications for further training of her staff. Staff work well together creating a relaxed working atmosphere which clearly benefits the children attending.

A system of reflective practice to monitor the effectiveness of the provision and identify targets for further improvement has been developed. The staff discuss as a group evaluating what activities went well and what they might do differently next time. Parents are well informed about the provision through written information, through information displayed on the notice board and through daily discussion on arrival and departure. Effective links have been established with the school on site, this has been developed with other providers within the local area to promote continuity of care for most children attending.

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

Children's development is well supported by the staff who motivate them to become active learners. The environment is rich in exciting and challenging resources and planned activities which interest the children attending. Staff support children's learning well as they use open-ended questioning to challenge children's thinking. All areas of learning are skilfully used in activities. As children decide to make playdough, they use their initiative in deciding what resources they need. They consider how they might colour and scent their dough by using food colourings and flavourings. They demonstrate the ability to work together, sharing resources and engage in happy chatter around the table as they sew and play.

Children take part in cooking activities where they weigh and measure ingredients, such as home made play dough and biscuit making. They are keen to explore what happens when you add food colouring to their play dough mix. They confidently measure out the ingredients under the supervision of staff. Children are confident communicators. They are able to initiate conversation with both their peers and adults and readily talk about life at home and at school. Through regular use of computers and games consoles children are learning about technology. They confidently work together taking on their friends at computer games and show care for others as they take turns appropriately. Their skills are extended as they use computers to find out information about their current topic, the cultural festival of Diwali. Children show a positive attitude to exercise and frequently enjoy

outdoor activities during the day. They climb on outdoor apparatus with growing confidence, use the large parachute as a group, excitedly counting the number of children running underneath and manoeuvre skilfully around a course of cones in the playground during football practise.

Children's welfare is keenly promoted. Health information gathered from parents is noted and acted upon. All three staff hold current first aid certificates and a well stocked accessible first aid kit ensures minor emergencies are responded to appropriately. Children are developing secure routines to promote their good health. Younger children readily offer explanations as to why they need to wash their hands and have regular drinks throughout the day so that they keep healthy and reduce the risk of germs. As they arrive from school fresh fruit is provided by the provision and a balanced menu is available for a snack tea to further promote healthy eating. Fresh drinking water is accessible and accessed by children on demand. Children's behaviour is good. Staff act as good role models and set clear boundaries for acceptable behaviour. Minor disputes are quickly resolved with age-appropriate explanations given, which children understand. Children show real care and attention of others, helping less able children with routine tasks and including them in their play at all times. This positive attitude of inclusion contributes significantly to the happy atmosphere enjoyed by all. Children are learning to keep themselves safe through regular routines and clear explanations given by staff. Staff are vigilant around children's safety, especially when collecting from other schools in the area using the clubs mini-bus. Routines have been adopted to ensure children are closely supervised and safe at all times.

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	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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