

Garforth Kids Club Ltd at St Benedicts (OOS Club)

Inspection report for early years provision

Unique reference number	512434
Inspection date	23/09/2009
Inspector	Christine Snowdon

Setting address	St Benedicts Parish Centre, Aberford Road, Garforth, Leeds, West Yorkshire, LS25 1PX
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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 Out of School Group opened in 1999 and operates from St Benedict's Parish Centre in Garforth. It is owned by a limited company which run four other out of school provisions. The club uses the main hall, quiet room and toilets. The club serves the nearby St Benedict's primary school. The provision is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 40 children at any one time. There are currently 80 children from four to eleven years on roll. Children attend for a variety of sessions.

The club opens five days a week during term time only. Sessions are from 7:30am to 9am and from 3.15pm to 6pm.

Four members of staff work with the children. The manager holds a level 3 qualification in childcare and of the remaining staff, one is working towards a level 3 and one has a level 2 qualification in playwork. Additional staff is available to cover for staff absences.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides an inclusive and welcoming environment where all children are happy and enjoy attending. The shared nature of the premises presents a clear challenge to staff who, through effective deployment and commitment take it all in their stride. Children's safety and welfare are given high priority and the majority of the policies and procedures are in place and used effectively. Management and staff engage in reflective practice and systems to monitor and improve are progressing well. Staff have a good understanding of the Early Years Foundation Stage and there are good systems in place which compliment and develop children's individual learning and development needs. Effective working relationships with parents are established and ensures continuity of care for all children.

What steps need to be taken to improve provision further?

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

- further develop the risk assessment to include all types of outings, particularly the journey to and from school
- continue to develop the process of self-evaluation in order to identify strengths and priorities for ongoing development that will improve the provision for all children
- continue to develop the systems so that information gained from observations and assessments are used to plan for the next steps in children's development and learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to the robust policies and procedures in place. The management ensures all staff are vetted and checked to ensure their overall suitability for working with children. Staff fully understand their responsibilities to safeguard children's welfare and all documentation necessary for the safe management of the provision is well-organised and kept up to date. There are effective security measures in place to ensure no one enters the building uninvited and admittance is by staff only. Staff are extremely vigilant and carry out daily safety checks in readiness for the children's arrival. For example, staff thoroughly check the outdoor area for any hazards before the children go outside to play. The daily safety checklist is followed and there are written risk assessments in place. The daily walks to and from school are closely supervised and children wear high-visibility tabards. The school is well-informed which children are attending the club and collection points are arranged. However, these journeys have not been included in the settings risk assessments in order to ensure total effectiveness.

The staff team, which is very stable, work effectively together and are highly motivated and enthusiastic in their approach. For example, they arrive early prior to every session to transform the large bare hall into a welcoming, and child-orientated environment. All policies, procedures and information notices, including their registration certificates are brought out and put away at the end of the session due to the constraints of the hall. The owners of the provision are actively involved in the club and demonstrate their clear commitment to continual improvement. Staff performance is enhanced through annual appraisals and they are encouraged and supported in developing their knowledge and skills, resulting in better outcomes for children. Management use reflective practice well to seek the views of staff, children and parents. This is in the form of questionnaires, staff evaluation sheets and a suggestion box. They have recently started to complete the Ofsted self-evaluation form but this was not available at the time of inspection.

Good working relationships with the parents are established and staff exchange verbal daily feedback at arrival and collection times. The thank you notes, cards and questionnaire responses demonstrate their full satisfaction. New parents and children are warmly welcomed into the setting and management spend time with them explaining what activities are on offer and the daily routine. The staff are well known in the school and have good systems in place to share relevant information in order to promote progression and continuity for children.

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

Staff have a secure knowledge of the Early Years Foundation Stage and use this effectively to support children to achieve good outcomes in their learning and development. They make written observations and assessments, enhanced with photographs as the children learn through their play and these are recorded in the

children's personal books. In addition an overview sheet is used to track and record their progress. These records are kept up to date by the key workers and reviewed by management. However, assessments are not being used to assist in planning for the next steps in children's learning. The effective key worker system is a clear strength of the setting and it has a very positive impact on the way children settle-in, develop and learn. For example, new children are warmly welcomed by their key worker who strives to build a positive relationship with them throughout the session. As a result, children settle quickly and easily into the group knowing staff are there for help and support. The children and staff enjoy each others company and this is evident in activities and adult and child interaction. There is a happy atmosphere with lots of chatter amongst the children as they talk about their school day and home events. The activities and resources are matched well to the needs and interests of children of differing ages, who get on well together, thus promoting their personal and social development. The room is organised very well to provide a stimulating learning environment where resources are of good quality and plentiful. The effective use of the mobile shelving unit promotes children's free choice and independence.

Children have good communication skills and confidently make their needs known. They use their books to write their name, draw pictures and do number work. Children take great pride in these and tell the inspector that they are their 'special' books. They take them home on a daily basis to share with their parents. Children's understanding of letters and writing for a purpose is enhanced through effective labelling within the setting. For example, resource boxes are clearly labelled to identify the contents and reminders are placed on the tea table about washing their hands. Children use a variety of board games as a fun way of promoting their counting skills and number recognition. They learn about the wider world through the role play area which is set out as a travel agents with telephone, holiday brochures and play money. Various planned activities throughout the year enable children to learn about cultures other than their own, such as, Chinese New Year. The range of books both fictional and non-fiction compliment and extend their knowledge and understanding. Children eagerly take part in the creative opportunities where they develop their own skills and ideas. They choose re-cycled cardboard tubes and with sticky tape and scissors secure them together to make a pair of binoculars. They are clearly delighted and know their efforts are valued and appreciated from the positive praise and encouragement they receive from the staff. Children walk to school and back each day and enjoy a good range of physical activities in the outdoor area. For example, they run around with their friends and peers then crawl through the tunnel and into the tent. They develop good coordination skills and have fun as they practice throwing and catching the ball with their key worker.

Staff meet the children's individual welfare needs through effective support and supervision. Children are very well behaved and clearly know the rules and expectations of the setting. Children's health is promoted as they are encouraged to follow good hygiene procedures. They know the routine is to wash their hands before tea and why this is important. They choose from a range of sandwich fillings and fresh fruit. Children develop an understanding of keeping themselves safe through the regular fire drill practises and about road safety on their walks to and from school.

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

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