

The Village Kids Club @ Saxilby

Inspection report for early years provision

Unique reference number EY347113
Inspection date 26/10/2009
Inspector Melanie Arnold

Setting address Saxilby C of E Primary School, Highfield Road, Saxilby,
LINCOLN, LN1 2QJ

Telephone number 01522 702 669

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

The Village Kids Club at Saxilby was registered in February 2007. It is privately run by a provider who also runs three other out of school provisions and a pre-school. The club operates from rooms in Saxilby C of E Primary School, Lincolnshire. The club uses the school field and playgrounds for outside play. It opens Monday to Friday all year round except for public holidays, school training days and between Christmas and New Year. During term time sessions run from 7.45am until 8.55am and from 3.20pm until 6.00pm. The club also runs during school holidays from 8.00am until 5.30pm, when there is enough demand.

The club is registered to provide care for a maximum of 24 children aged from three to under eight years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. Older children also attend the club. There are currently 39 children on roll, 12 of whom are on the Early Years Register. There are four staff who work with the children regularly, all of whom hold appropriate early years qualifications. The owner holds a BA Honours in Applied Studies in Early Childhood Services. The club receives support from 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The needs of all children are routinely met because staff recognise and value the uniqueness of each child. Children are supported in line with their individual needs and abilities, enabling them to make satisfactory progress in their learning and development. Appropriate policies, procedures and practices ensure children's health and safety is generally maintained. Effective partnership working in the wider context is used to promote continuity and progression for children's care and learning. Improvements have been made since the last inspection, helping to develop positive outcomes for children. The process of self-evaluation is mainly effective. However, some areas targeted for further development have yet to be fully implemented, to ensure children benefit from improved practice in all areas.

What steps need to be taken to improve provision further?

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

- ensure deployment of staff is fully effective at all times, so that children are better supervised in all areas
- ensure targets for improvement identified in the self-evaluation are carried out, especially those relating to improving staff's knowledge of safeguarding and further developing children's observations and assessment files.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded through the settings policies and procedures. For example, a clear recruitment and vetting procedure helps to ensure the suitability of staff working with the children. The designated person responsible for child protection within the setting has a good understanding of her role, while other staff have a satisfactory understanding of child protection procedures, ensuring children are adequately protected. The owner of the setting is aware of this and is currently organising training to further develop staff's knowledge in this area. All staff working with children are qualified and the manager holds a current first aid certificate to ensure children's health and safety is protected. All required records, policies and procedures are in place, completed with relevant information and implemented appropriately, to ensure children's welfare is maintained. For example, a clear record of risk assessment is used to ensure potential hazards are identified and minimised. Therefore, protecting children's well-being. The setting is organised appropriately to meet children's needs. Staff create a welcoming environment by setting out a generally good range of developmentally appropriate toys and resources for children to access. Although children are adequately supervised, deployment of staff is not always fully effective. For example, when children freely access the inside and outside area, staff do not always deploy themselves effectively to ensure they base themselves where the majority of children are playing. This results in brief periods where children are not as thoroughly supervised as they could be.

Staff work well with parents and carers, gathering and exchanging clear information to ensure children's individual beliefs and backgrounds are valued and respected. This enables children to make progress from their starting points, regardless of background. The clear equal opportunities policy is implemented well, ensuring equality of opportunity is promoted throughout the setting. Staff work effectively with the school, ensuring children benefit from an integrated approach to their care and learning. Clear communication channels between the school, the setting and parents, enable information to be shared, resulting in children's continuity of care. The setting have made improvements by working on the actions and recommendations raised at the last inspection. For example, systems are in place and are continuing to be implemented to provide children with some challenging learning experiences as they work towards the early learning goals. The staff team are committed to improving outcomes for children. They work well with outside agencies, taking on board any constructive feedback and making improvements where identified. The clear system of self-evaluation enables the setting to effectively monitor their practice and procedures, which helps to promote continuous improvement. However, some areas identified for future improvement, including safeguarding training for staff and the further development of children's observation and assessment files, have yet to be fully implemented to ensure children benefit from improved practice in all areas.

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

Children are cared for in a safe, secure setting, where clear security procedures are followed to ensure children are released into the care of an authorised person only. Children's well-being is promoted through the settings good health and hygiene routines. A clear exclusion policy also contributes to maintaining a healthy setting through minimising the risk of cross infection. Children are encouraged to develop healthy lifestyles through the provision of healthy snacks and regular outdoor play. Their awareness of health and safety issues is effectively promoted through the daily routine, activities and discussions. Staff ensure activities are fun, while also reinforcing the importance health and safety messages to the children. This ensures children learn valuable skills. For example, children learn some basic first aid skills through staff providing them with hands on learning experiences where they practice putting people into the recovery position, as well as learning how to put a sling on someone.

Children are settled and happy in the setting. They relate well to the staff and play co-operatively with their peers. The differing ages of children mix well together, with older children often providing assistance to the younger children. Children's behaviour is predominantly good. Staff use a range of strategies to manages children's behaviour appropriately, while also helping them to learn right from wrong. Staff acts as positive role models, valuing everyone as an unique individual to ensure no one is disadvantaged. This results in children valuing everyone regardless of their backgrounds, beliefs or abilities. Children's awareness of the wider world is further promoted as they access a range of toys and resources depicting positive images of diversity and through discussions and activities.

Children are making satisfactory progress in their learning and development. They have access to a suitable range of toys and resources and they have lots of fun as they participate in an interesting range of activities. Their skills for the future are satisfactorily promoted as they access a suitable range of information, communication and technology resources to support their learning and their mathematical skills are promoted through some games and activities. Children freely access books, they enjoy using chalk to mark-make on the board and a range of regular planned activities provide children with opportunities to develop their writing skills. Children participate in a balanced range of adult-led and child-initiated play experiences, delivered through indoor and outdoor play, which are planned around their interests. Observations systems are in place to record younger children's achievements and interests. The setting are in the process of developing these further as they plan to link these observations to the expectations of the early learning goals, which will enable them to more accurately monitor children's progress in each area of learning. Effective links with the local school ensure clear information is continually exchanged. This results in the setting providing activities to compliment what children have already done during their school day.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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

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

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