

Kidsafe

Inspection report for early years provision

Unique reference number EY388877
Inspection date 12/10/2009
Inspector Ron Goldsmith

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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

Kidsafe out of school club was registered under new ownership in 2009. The setting is privately owned and operates from a classroom situated in Tarvin Primary School. Children are cared for in a classroom base room and have access to the school hall. The school grounds provide a secure area available for outdoor play. A maximum of 24 children aged from four years old to eight years old may attend the setting at any one time. The setting is open five days a week from 3.30pm to 6.00pm during term time. Children attend from the local community and surrounding areas.

There are currently 51 children on roll aged from four years old to eight years old. Of these, seven are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years and compulsory Childcare Register. The setting supports children with learning difficulties. Four members of staff including the manager and Registered Person are employed. Two of the staff have appropriate qualifications. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy being together and have fun in the setting and they are happy and settled because staff are attentive and responsive to the children's needs. A satisfactory balance of adult-led and child-initiated opportunities encourages children to be involved in activities. Children feel safe and their welfare is effectively safeguarded, although not all staff have attended recent training. Information is shared effectively with parents and carers and appropriate links are evolving with other providers within the EYFS.

What steps need to be taken to improve provision further?

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

- develop the staff's understanding and knowledge of the EYFS
- further develop the information about children's starting points with regard to the early learning goals to enable staff to track and monitor the children's progress effectively
- ensure the observations are used to identify the children's next learning steps and plan activities and experiences to reflect the children's individual needs to continue to help them make progress towards the early learning goals
- develop the complaints record, the risk assessment and the accident recording procedure in line with current guidance and legislation.

The effectiveness of leadership and management of the early years provision

All children are safeguarded because sound recruitment and vetting procedures are implemented effectively. All staff are aware of the child protection procedures and know how to report any concerns that may be identified to protect the children who attend. Written risk assessments are carried out to ensure the premises and areas used by the children are safe and secure, although these are not comprehensive and relate more to school activities. Management are beginning to evaluate the effectiveness of the setting and have started making steps to improve the quality. However, the information is not currently being used to sufficiently drive change, for example, in identifying children's next steps or to plan activities and experiences to reflect the children's individual needs. Staff's knowledge and understanding of the EYFS is not well enough developed to benefit children. Staff have some commitment towards continuing their own professional development and they identify some training courses to improve their knowledge. For example, the manager has recently completed a National Vocational Qualification.

Children are supervised and supported at all times because the routine of the session and the deployment of staff is well organised. The provision runs smoothly and space is used well to ensure all children are able to participate fully in the range of available activities. Staff are skilled at arranging the activities to ensure all children are involved and gain the most from what is on offer. Children are beginning to learn about equality and diversity through a range of planned topics and themes covering festivals from around the world, helping to develop their understanding of other beliefs.

There are suitable systems in place to promote friendly, professional partnerships with parents and carers. Policies and procedures are accessible to parents and further details are displayed on notice boards. Staff share information about individual children's progress during informal chats at handover times. However, not all of the organisation's policies have been updated in line with current guidance and legislation, for example, the complaints record does not protect confidentiality. When the children first attend, information is gathered about their individual welfare requirements, such as allergies, dietary or medical needs and it is recorded on their registration forms. However, insufficient information about the children's starting points with regard to the early learning goals is collated, which does not enable staff to begin to track and monitor the children's progress or plan sufficiently well for their next steps.

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

Children are happy and confident in the relaxed, friendly environment. They greet staff and each other and discuss plans and offer suggestions. Staff are friendly and approachable and children are motivated to participate in games and activities. Staff appreciate the differing needs of children in out of school care and provide opportunities for children to relax, watch television, chat with their friends or

participate in more energetic games outdoors. The environment offers children limited opportunities to make their own choices from the range of resources, so that they learn to make their own decisions. Children are encouraged to express their own ideas and their individual interests and preferences, for example, in creative activities. They play vigorous and energetic games and enjoy fresh air as they play outdoors. They search for leaves to create their craft ideas. They practice and test out their physical skills, as they climb on play equipment or balance on a beam. Children across the age ranges are actively included in activities, which offers them opportunities to learn from each other. Topics and themes, such as Autumn or Halloween, provides imaginative adult-led opportunities to extend children's experiences and learning. However, staff have only a basic knowledge and understanding of the EYFS. As a result, observation and assessment of children is limited as staff focus on informal systems to help children in the early years make progress.

Children learn to share, take turns and interact positively with their peers as they play and follow the staff's calm, consistent and respectful example. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. Children's opinions are often sought and they are encouraged to accept responsibility for maintaining a safe environment, as they tidy away resources or agree house rules. This helps children to develop a sense of belonging and positive self-esteem. Consequently, children are well-behaved and begin to consider each other's feelings and the consequences of their actions. Activities and resources contribute to building the children's positive attitude towards people who are different from themselves.

A healthy lifestyle is actively promoted with regular opportunities to play outdoors in the fresh air. Children's snack times are social events where children sit together and enjoy each other's company. Good manners are praised and encouraged. A choice of nutritious breakfasts and snacks are provided each day with healthy options, such as fresh fruit or toast, diluted juice or water. Children's preferences are acknowledged and their individual dietary needs are met. Children confidently help themselves to drinks, with fresh drinking water always accessible. They understand the importance of regular drinks for hydration after exercise or during hot weather.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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