

Free Spirits Kirkella

Inspection report for early years provision

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Inspector Diane Lynn Turner

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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

Free Spirits Kirkella before and after school club has been registered since 1999. It operates from the Scout and Guide Headquarters adjacent to St. Andrew's Primary School and is a privately owned and managed group. It serves children attending the school. There is a large hall, a smaller room, kitchen and toilets, and outside play opportunities are available on the school playground and playing fields. The group opens five days a week during school terms only, and sessions run from 8.00am to 8.45am and from 3.20pm to 5.45pm.

The group is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for no more than 30 children under eight years of age, ten of whom may be in the early years age group. There are currently 80 children on roll, nine of whom are within the early years age group. There are currently six staff working with the children. Of these, three, who are in regular attendance, hold recognised childcare qualifications. In addition there are two domestic staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a welcoming and inclusive environment where children settle well and enjoy their play and learning. Staff ensure the environment is safe and overall there is a good range of policies in place, which are implemented effectively. The management and staff regularly reflect on their practice and systems to monitor the quality of the provision are developing well. Staff have a good understanding of the Early Years Foundation Stage (EYFS) and the activities they offer effectively compliment the learning opportunities children receive in other settings they attend. Very good relationships are developed and maintained with the parents, to ensure the needs of all children are met effectively.

What steps need to be taken to improve provision further?

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

- review the lost child policy to ensure all aspects are clear
- ensure the assessment arrangements are used effectively to plan for the next steps in the children's developmental progress.

The effectiveness of leadership and management of the early years provision

The setting is well managed. Effective recruitment and vetting systems are in place to ensure that all staff are suitable to work with children and thorough risk assessments are carried out on the premises, and appropriate action taken to minimise any risks. Staff have a sound understanding of their responsibilities in

regard to child protection issues and know what to do if they have any concerns. They ensure the premises remain secure and that procedures are in place to be followed in an emergency, such as a child going missing. However, the procedure for deciding when the police should be contacted in such an event is not sufficiently well thought out. The shared premises pose certain constraints, but staff overcome these well. For example, the large room is set out effectively and provides for a variety of learning opportunities, with the small room being used as an area to relax and watch the television. Photographs of previous activities and examples of the children's work are displayed, where possible, and this makes the environment welcoming.

Staff work well together as a team and systems are in place to support their personal development. Annual appraisals are used to identify any training needs and most members of the team regularly undertake short courses, to further their knowledge and improve their practice. Effective systems are in place to monitor and evaluate the setting. All staff have contributed to the Ofsted self-evaluation form and the owner has clearly identified areas for development based on this. All the recommendations from the previous inspection have been addressed successfully which has had a positive impact on the outcomes for children. For example, an additional security device has been fitted to the front door and a new water heater installed to provide hot water for hand washing at a safe temperature. Children are consulted to ensure they are happy with what is offered at the sessions and their suggestions for improvement are recorded and implemented where possible. For example, they have requested pasta be included on the tea time menu, and this is now offered on a regular basis. Questionnaires are sent out regularly to parents to gauge their continuing satisfaction of the service, and as a result of their comments the toilet facilities have been refurbished.

The club is committed to promoting equality of opportunity and to providing a service that is inclusive to all children and their families. Children with disabilities are supported well by the staff and very good relationships are fostered with all the parents. They receive a comprehensive information sheet when they begin to use the club, which includes a summary of various policies, such as complaints, safeguarding and the care of children who are ill, and useful information is displayed in the entrance for them. Parents spoken to at the inspection were happy to express their satisfaction of the service. The setting also has effective relationships with the school the children attend. For example, on collection the class teachers inform the staff if the children have been unwell or sustained an accident whilst at school, and they also discuss how the children's learning and personal development can be supported within the club.

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

Children are happy and settled within the club and react very positively to the staff who care for them. They are keen to chat to them and involve them in their play, and the children are fully consulted as to which member of staff they would like as their key person. They are offered a good range of activities across the six areas of

learning and are able to relax or be active according to their needs at the end of the school day. For example, they are able to sit quietly and colour in pictures and make capes for their Halloween celebrations, draw their own pictures and model with dough, or take part in physical activities, such as outdoor play. Staff provide the children with sensitive support when needed during the activities, for example, they help the younger ones to write their name on their work. The children are keen to share their efforts with the staff and these are acknowledged with lots of praise. Their achievements are recorded in their learning journey, but staff do not use the information effectively to identify the next steps in the children's learning.

Staff give good attention to keeping children safe and healthy. They follow effective procedures in their daily routines, such as cleaning tables thoroughly before food is served, and they offer the children the opportunity for 'free flow' into the outdoor area where they are able to use the climbing equipment or join in with games of football, to help them develop their physical skills. They encourage the children to wash their hands before they eat and notices are displayed in the toilet area to remind them to do so after personal care. The children are provided with a light tea, and a plate of fresh fruit is available for them to help themselves to during the session, which helps to promote their understanding of healthy eating. Staff remind the children of the procedures they should follow to ensure they are collected safely from school, and provide regular opportunities for them to practice the emergency evacuation procedures so they know what to do in the event of a fire.

Children learn to behave well. Staff are good role models for them to follow, and they sensitively remind the children of the club's boundaries when necessary. As a result, the children patiently wait their turn to use the more popular equipment, such as the 'wheel', which they lie inside and use to roll along the floor. The older children show a very positive attitude towards the younger ones, encouraging them to take part in activities, such as football, and helping them to make a 'chocolate apple', asking if they are enjoying the experience. The children are confident to initiate their own imaginative play, using resources, such as a parachute, to make a tent and then working cooperatively with others as they run with this and make it billow out behind them. The children also have access to a good range of books, both fiction and non fiction, including ones entitled 'all kinds of people' which helps them to learn about the wider world and the diverse society in which they live.

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