

Kingy's After School Club

Inspection report for early years provision

Unique reference number 318139
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Inspector Krystina Chitryn

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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

Kingy's After School Club has been registered since 1992. It operates from two play rooms in a purpose built unit in Sale, Cheshire. Outdoor play facilities are available. The facility serves the surrounding area and children are taken and collected from a local primary school.

The club is registered to care for a maximum of 50 children at any one time on the Early Years Register and the compulsory part of the Childcare Register. They are also registered on the voluntary part of the Childcare Register to enable her to care for older children. The club is open from Monday to Friday term-time only from 8am to 9am and from 3.15pm to 6pm. All children share access to an enclosed outdoor play area and access to the premises is suitable for people with disabilities.

There are currently 54 children on roll. Of these, five children are on the Early Years Register. The club currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The club employs six members of staff, three of whom hold appropriate early years qualifications. The setting is a member of the Kids Club Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for, have all their needs met and make good progress in their learning. They are interested and involved in a varied range of activities and the learning environment is planned to encourage learning in all areas. Excellent partnerships are developed with parents and others involved with the children's care and they are kept informed and information is regularly exchanged. Since the last inspection the setting has made good progress in most areas of development and the children are now safer on their return from school. The setting undertakes self-evaluation of their provision and has a realistic appraisal of areas of strength and those for development. All staff are committed to improvement and attend at least two training courses throughout the year, and demonstrate a clear understanding of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- improve the frequency and effectiveness of planning for outdoor play
- ensure observational assessments of children are linked to planning and the expectations of the early learning goals, and are recorded regularly and dated.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as there are clear policies in place that are understood by all the staff, most of whom have attended specific training in this area. They are aware of the Local Safeguarding Children Board procedures and if they have any child protection concerns are able to respond effectively. Effective policies and procedures regarding health and safety are in place and the manager and all staff have undergone all necessary checks. Risk assessments are in place and daily checks are undertaken to ensure the environment remains safe. Children's health needs are met; for example, most of the staff have a first aid certificate and are trained in health and safety. A key worker system is in place to ensure children's individual needs are met and appropriate support is given. Records are kept up to date to support the children and parents.

Parents are provided with detailed written information, policies and procedures, and an explanation of how the service works. They are asked to provide individual information about their child's needs in an 'All About Me' booklet and they have daily verbal feedback and discussions about their child. Each child is recognised as unique, which ensures they settle well and receive appropriate support from their key worker. Staff develop comprehensive links with the school and share information about learning themes and children's individual needs. The setting provides continuity for the children and supports their learning. All parents spoken with report that they are delighted with the care their children receive, impressed with the wide range of activities and the professionalism of the staff. Children develop trusting relationships with staff which promotes continuity of care for the children and promotes good self-esteem.

The setting is in the process of developing its self-evaluation. They have made a good start by involving staff and have submitted it to Ofsted. Parents' and children's views are regularly sought and they have regular discussions. The information is used to plan for future development. Staff respond positively to requests from children and parents, for example, the children's views were included when the outdoor play area was developed and the football pitch kept. However, staff are unclear about planning for activities for outdoor play and linking these to individual children's achievements and areas for development. Equality and diversity is positively reflected and stereotypical views are challenged, for example, the boys and girls are encouraged to play in all areas. They cooperate and play together in a variety of activities including making models and playing on the football table.

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

Children make good progress in their learning and development as staff plan a broad range of activities which keeps them interested and involved. Children state they enjoy attending the club, especially the variety of activities and talking to the staff. Children are free to choose what activities they want to play with and where

they play, and staff support them. The children learn to respect themselves and others. Children are provided with healthy snacks and have a choice of toast, crumpets and fruit. Drinks are provided throughout the session and children can help themselves. Children have daily opportunities to play outside and the setting has plans to develop the outside further by adding a canopy.

The children become strong and healthy playing outside and are encouraged to gain new skills, for example, they play on the swings and go into the variety of dens set up around the area. Some children play football in the nets. They have areas for growing seeds and bulbs and learn about the world about them and the seasons. Children develop an awareness of the world they live in and diversity as they learn about other people's cultures and needs. They look at festivals and try foods from other cultures. They learn to respect others and adopt positive views as they access resources which reflect positive images of our diverse society. Children are actively involved in learning about the planet and are aware of recycling and its purpose. Children make choices about where they play, for example, two children dress up when they come in and play in character. They are creative and allowed to express and develop their imaginations.

The setting provides an inviting environment by displaying posters, information and children's work. Children understand the importance of good hygiene routines as they wash their hands. This prevents the risk of cross infection. Staff generally complete observations of children in all six areas of learning, however, these are not regularly recorded and individual planning for children is not completed. This does not ensure opportunities for children to learn in all areas and does not clearly define learning aims for each child and link these to the expectations set out in the Early Years Foundation Stage. This does not ensure staff have a clear picture of children and are able to support their progress.

Children's opinions are valued and this is facilitated through children's meetings and staff respecting the children's choices. Children and staff have warm relationships and get on well together; the children talk excitedly about their ideas and their day and ask questions. Children confidently seek help or comfort from staff who are very attentive to them. As a result, children have good self-esteem and their good behaviour ensures all children benefit from activities provided.

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	3
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