

# Kare 4 Kids

Inspection report for early years provision

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**Unique reference number**

EY310356

**Inspection date**

30/11/2009

**Inspector**

Susan Janet Lee

**Setting address**

17th Bolton Scout Hall, Markland Hill, Heaton, Bolton, BL1 5EJ

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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

Kare 4 Kids, Markland Hill out of school club is run by Kare 4 Kids Limited. It opened in 1988 and was reregistered in 2005 to reflect a change in company status. The group operate from premises which they hire from the scout movement.

The children have access to a hall, a quiet room, bathroom facilities and an outdoor play area. Access to the property is gained at the side of the premises on the ground floor level. The before and after school club is open Monday to Friday from 7.45am until 9am and again from 3.30pm until 6pm during term time. The holiday club is open Monday to Friday from 8am until 6pm during school holidays.

The setting is registered to provide care for a maximum of 60 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll. The provision employs seven staff. Of these five staff hold an appropriate early years qualification. Two members of staff are currently working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Written policies and procedures generally promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Staff know the children well and meet their needs appropriately. Staff provide an inclusive environment for the children and their parents and carers. Most required documentation is in place. Suitable arrangements are in place to keep parents informed about their children's daily routines and developmental progress. Systems regarding self-evaluation are still in the early stages of development.

## What steps need to be taken to improve provision further?

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

- develop assessment procedures so that observations of the children are linked to the six areas of learning and are used to plan the next steps in children's learning
- minimise hazards to children indoors (plaster coming away from wall in female toilet cubicle)
- develop the arrangements in relation to self-evaluation and involve parents in this process
- ensure the accident record includes sufficient information regarding the location and the nature of the injury and ensure written risk assessments are in place for all trips out.

## **The effectiveness of leadership and management of the early years provision**

The vetting procedure helps to protect the children from harm. Staff have a sound understanding of child protection matters and procedures and this ensures children's welfare is effectively safeguarded. Risk assessments are in place for all areas of the premises. Written risk assessments are in place for some trips out. Staff demonstrate, through discussion how they risk assess for trips to the cinema and when children go bowling. Though written risk assessments are not in place for these two venues. Documentation is well organised. However, the accident record does not include sufficient information in relation to the location and nature of the injury. Staff demonstrate a good commitment to sustainability. They are keen to develop professionally and they have good opportunities to attend training to further develop their childcare practices.

The manager and staff team are motivated and they demonstrate a capacity to improve outcomes for children. Though arrangements regarding self-evaluation are still in their infancy and parents are not yet fully involved in this process. Recommendations from the last inspection have been met. Cleaning schedules have been reviewed to ensure the premises are appropriately maintained. Comfortable seating and floor cushions have been purchased; improving facilities for children who wish to relax in comfort after school. Appropriate action has been taken to ensure dangerous substances are inaccessible to children and new fencing has been erected around the outdoor play area. Children's hand washing facilities have been improved to minimise the risk of cross contamination.

Staff have past experience of caring for children with special educational needs and/or disabilities, also in working with parents and other professionals to meet children's additional needs. Staff share good working relationships with parents, who are greeted warmly on arrival. Parents are provided with information about the setting and regular news letters keep them informed about forth coming events. Parents are happy with the service provided, levels of care and activities afforded. They feel that staff provide a very flexible service to meet children's individual needs. For example, they take and collect children from various after school activities. Parents are involved in their children's learning. For example, a parent recently visited the setting to help the children to celebrate the festival of Diwali. Parents also recently joined staff in a bungee jump to raise money for charity. The setting has established links with other early years settings delivering the Early Years Foundation Stage framework; enabling them to provide continuity in children's care and learning.

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

Staff organise space, time and resources well to meet children's needs. They work hard to set activities up to look interesting and inviting before the children arrive from their day at school. The children are able to choose which activities and resources they want to play with and this helps them to initiate their own ideas

and develop choice and independence. The children are happily engaged and occupied in a range of indoor and outdoor activities. The effective key person system allows staff to get to know the children well and ensures the children are cared for by consistent and trusted adults. Staff deploy themselves well to enable them to support children in their play. They share warm relationships with the children, who are happy and secure in their care. Staff are spontaneous to children's interests and directions of play and the children invite staff into their play.

Arrangements regarding planning and assessment are still in the early stages of development. Play plans include all six areas of learning. Staff have begun to observe the children as they play. However, observations are not linked to the six areas of learning and they are not yet used to plan the next steps in children's learning.

The children learn about themselves, each other and the wider world. They have access to a range of resources that reflect our diverse society and celebrate their own and other festivals to help them value and respect other peoples cultures and traditions. Four male members of staff provide wonderful and positive role models to the children. They help serve snacks and support the children as they paint and play imaginatively. The children develop a good sense of belonging and they move around with confidence and play happily with their friends. Staff value the children's views and ideas. They hold children's forum meetings and the children are able to contribute to plans for outings and future activities. They are also involved in agreeing the ground rules for the provision. The children clearly enjoy their time at the setting. They comment that they have lots of friends and enjoy painting and drawing and playing games.

The children develop good self-help skills as they help to tidy toys away, use the bathroom and eat their snack. They are able to express their own thoughts and ideas as they draw pictures and paint. The children enjoy lots of imaginative play and they are able to re-enact own experiences to help them develop an understanding of the world in which they live. A group of children play ghost busters. They use pens and pencils to make lists and extend their play from the hall into the quiet room. The children use language well to add narrative to their game.

The children are engrossed in play with beads and boards. They develop hand eye co-ordination and fine manipulative skills as they make delicate and intricate patterns that follow colour and shape order. Staff admire children's creations and talk to them about the mosaics they have made with the beads. The children have access to a range of interactive and programmable resources to support them in their play and learning. The children are able to operate computer equipment and complete simple programmes on the computer. A group of children play bingo with staff. They are able to identify the numbers as staff call them out and match them on their cards.

Staff employ appropriate strategies to help promote children's social, physical and economic well-being. They exercise good hygiene practices to minimise the risk of cross-infection. The premises are quite old but staff display posters and children's

artwork to make the environment a little brighter. The children are well nourished and develop an awareness of healthy eating because the setting provides a menu that is well balanced and nutritious. Most areas of the environment are safe and secure. However, one of the female toilet cubicles has plaster coming away from the wall and this poses a risk to the children. The children receive praise and encouragement for their efforts and achievements. This helps them to feel valued and they develop a sense of pride in their own achievements. The children have opportunities to enjoy physical exercise in the fresh air as they play outdoors each day. Boys and girls play football with staff. They run around kicking, throwing and bouncing the ball to their team mates and then they aim the ball to try to kick it into the net.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of partnerships	3
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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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