

Kool Kids Club

Inspection report for early years provision

Unique reference number EY233531
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Inspector Sally Ann Smith

Setting address St. Saviours Scout Hut, Main Street, Branston, Burton-on-Trent, Staffordshire, DE14 3EY
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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

Kool Kids Club opened in 2001. It operates in the Scout Association Building in Branston, Burton-on-Trent. They have use of the sports hall on the ground floor and a room on the first floor which is accessed via stairs, so may prove difficult for children and adults with limited mobility. There is an enclosed area for outdoor play.

A maximum of 24 children may attend the club at any one time. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 35 children on roll, six of whom are in the Early Years Foundation Stage (EYFS).

The group opens five days a week all year round. Sessions are from 8:00am to 6:00pm during school holidays and 3:10pm to 6:00pm during term time.

There are three staff who work full-time with the children and two part-time staff. Two members of staff have an early years qualification and two staff are currently on training programmes. The adult: child ratio is enhanced by the use of volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a sound understanding of the Early Years Foundation Stage (EYFS) and as a result children make good progress in their learning and development. Positive relationships are established with parents, ensuring that a two-way exchange of information is regularly shared in order to meet the individual needs of children. The setting has begun to identify strengths and areas for ongoing improvement to further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the assessment arrangements so these are linked to the formative suggestions in the 'Look, listen and note' sections of the areas of learning to help children make progress towards the early learning goals
- develop further the systems for self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly. They are

also familiar with procedures should an allegation be made against a member of staff. Risk assessments are consistently evaluated and revised so that any hazards to children are minimised. All staff undergo Criminal Record Bureau (CRB) checks to ensure that they are suitable to work with children and a written record of CRB numbers and their date of issue is retained on site. Through appraisals, the manager determines staff's continuing suitability through appropriate questioning.

Staff establish positive relationships with parents and they are keen to involve them in all aspects of children's care. A variety of strategies are used to ensure information is regularly shared through discussion, displays, notice boards and newsletters. In addition, staff regularly engage parents in conversation at the end of the day. Parents have frequent opportunities to liaise with their child's key person to discuss all aspects of their welfare, learning and development. In addition, staff liaise with other early years settings to share information regarding the EYFS learning and development requirements. The setting understands the importance of working with outside agencies where children have English as an additional language or special educational needs and/or disabilities. As a result, the individual needs of children are always taken into account when planning activities and routines, so that they are fully included.

The setting has begun a process of self-evaluation through collating the views of staff, parents and children in order to identify areas for improvement. Planning and activities are at times evaluated to determine where modifications can be made to enhance the learning opportunities for children and ensure that activities are stimulating and challenging. Staff regularly consult with children to identify their preferences so that they are fully included in decision making. Staff are keen to attend training to update their knowledge and further enhance practice, therefore improving outcomes for children.

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

Children enter the setting happily and know the routine well. Staff arrange activities at the beginning of the session from which children are able to choose. However, children also choose and initiate their own play. They move freely between rooms, selecting whether to engage in physical activities or more leisurely pursuits such as art and craft activities or various board games. Good use is made of a local resource centre to access a range of recyclable materials and children come up with imaginative and ingenious ways to use these. For example, children select a range of gloves and on their return, choreograph a 'Michael Jackson' dance routine. Children use their imagination well and staff offer further resources to enhance children's play. Children build a den and staff provide green and brown material to act as camouflage. Children pretend they are helping soldiers at war and use a first aid kit to tend to their wounds.

Staff deploy themselves well, establishing warm, trusting and relaxed relationships with children. This means that children are confident around staff, happy to seek advice and support and are keen for staff to join in their games. A range of activities are planned to cover the six areas of learning which are varied,

stimulating and fun. Staff are continuing to improve and develop their knowledge of the EYFS learning and development requirements. They carry out both focused and spontaneous observations of children engaged in their play. These focused observations enable staff to look at what children can do and how to plan for their next steps, although staff do not continually link them to the development matters prompts. The manager acknowledges that staff are still developing skills in all aspects of planning, observing and evaluating children's progress to carry out the learning and development requirements competently and confidently.

Children learn about health and safety through consistent routines and planned activities. A visit from the police teaches children about stranger danger and road safety. Staff have also consulted with children about completing a basic first aid course which they are eager to pursue. Staff talk to children about negotiating the stairs, about the use of scissors and knives and how to behave appropriately whilst inside. Children help to devise rules which in turn helps them to take responsibility for their own behaviour. Children eat a range of healthy snacks and recognise the importance of a nutritious diet. Whilst initially quite indignant that biscuits were being removed from the menu, they now enjoy the foods such as fruit and toast on offer. A range of resources are included to promote children's awareness of different cultures and disabilities whilst posters and pictures also reflect diversity. This enables children to value similarities and differences in themselves and others.

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