

White House Kids Club

Inspection report for early years provision

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Inspector

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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).

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

The White House Kids Club registered in the current premises in 2009, having first opened in 1997. It operates from a newly converted, detached building in Borrowash, a suburb of Derby City. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children aged three and four years. A maximum of 72 children aged under eight years may attend the setting at any one time. Children are cared for on both the ground and first floor of the property. Children and young people aged eight and over have their own dedicated areas on the first floor, including a games room. All children share access to a secure enclosed outdoor play area. This comprises of tarmac, grass and Astroturf, and has an outdoor toilet. Access to the building is via a secure front entrance or a dedicated entrance around the side which is accessible.

The Kids Club is open each weekday from 7.30am to 6.00pm and is organised into various groups within the same premises. These include: a breakfast club from 7.30am to 9.10am; a playgroup and kindergarten from 9.30am to either 12noon, 1.00pm or 3.00pm; an after school club from 3.00pm to 6.00pm, which runs term time only. During the school holidays the group provide a holiday club from 7.30am to 6.00pm. There are currently 343 children from two years to 14 years on roll, 51 of whom are in the early years age range. Of these, 21 children attend the playgroup or kindergarten, seven attend the after school club and 23 are registered in the holiday club. The club supports children with special educational needs and/or disabilities. The Kids Club employ eight staff to work directly with the children, with six of the staff holding appropriate early years qualifications. They are supported by further domestic and relief 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 are secure and happy. High priority is given to recognising every child as an individual and ensuring that all possible steps are taken by staff to support and extend each child's learning through their own interests. Close partnerships with parents and others providing education for children ensures relevant information is shared. This ensures children's welfare is safeguarded and that they make good progress in their learning and development. Management and staff work well as a team and show a commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop the use of the outdoor area in order to fully support all areas of children's learning

- develop further the use of self-evaluation and reflective practice in order to plan for ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children's health and safety is promoted effectively because staff implement the relevant policies and procedures rigorously. Security within the setting is robust, and procedures for the employment of staff ensure only suitable adults work with the children. All staff understand their responsibility to safeguard children and appropriate arrangements are in place to deal with any child protection concerns in the future. Safety within the setting and on outings is fully risk assessed so that appropriate steps are taken to minimise any potential dangers. Staff supervise children closely, whilst allowing them to learn about and deal with risks as they play. For example, staff allow children to play outdoors in the snow but point out the hazards of ice and how to walk and balance carefully. A key strength of the club is the organisation of the indoor space, which provides effectively for all of the groups of children attending. Children in the Early Years Foundation Stage benefit from the interlinked areas on the ground floor which enable them to move around freely and engage in activities of their choice. The thoughtful organisation of resources on low shelving and storage units enables children to help themselves to what they wish to use and this benefits their independent learning. The provision of dedicated areas for older children on the first floor means that they are well catered for and their care does not adversely impact on younger children. Children benefit from a shared outdoor area which is accessed daily for play and activities. Whilst this offers some valuable learning opportunities it does not yet fully support all areas of learning.

Partnerships with parents and other early years professionals are good. New parents are made to feel welcome through the settling in process and staff start to learn about the children by exchanging information as they enrol. Parents access a wide range of information through leaflets, notices, newsletters and discussions with staff. Managers ensure parents' opinions are sought and acted upon. For example, communication books have been introduced to further support parents' preferences for receiving and giving information. Staff liaise well with other professionals to support children whose care is shared. They also work closely with parents and other professionals to support children with special educational needs, ensuring that the environment and activities provided are fully inclusive. Children are central to the running of the whole facility and their opinions and interests are always valued and respected. Staff use a highly effective system of monitoring children's progress and planning for their future learning based around each child's own preferences for play.

Effective management systems and good team working ensure the whole provision runs smoothly. Staff show enthusiasm for their work and show a genuine interest in what children do and say. They constantly look for ways to improve what they offer the children and are not afraid to try new ideas. Staff show a commitment to professional development. For example, three staff are working towards a degree. The manager is beginning to involve staff in the monitoring and evaluation process

and the club is currently working towards accreditation. The manager and staff have plans for further improvements to the provision, although formal self evaluation and forward planning is still in the early stages.

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

Children are happy and settled because relationships with staff are warm and positive. The welcoming and well-equipped environment provides children with many interesting opportunities and as a result they quickly become absorbed in their self-chosen activities. Children develop positive attitudes towards learning because they are able to choose and combine resources so that they follow their own interests and ideas. Whether children play alone or with an adult, they remain engrossed in what they do. Staff deploy themselves effectively to ensure they are able to step in to support and extend children's learning when appropriate. For example, staff know what they hope children will learn and take suitable opportunities to promote this through skilful questioning and providing sensitive support. Staff encourage children to make choices and to think for themselves. For example, children serve themselves at snack time and try to put their wellingtons on, knowing that staff are there to help them if needed. This develops their personal independence and sense of self-worth.

Children learn to express themselves because staff take opportunities to encourage them to talk about what they do. Many children are confident to speak to the group, sing a song or lead a game of 'I-spy', whilst the others know they listen respectfully until it is their turn. Young children's love of stories is fostered through the use of visual aids such as puppets, and they eagerly make the matching animal sounds for their puppet and show others how that animal moves. Children play outdoors in all weathers and on a snowy day this helps children to learn valuable lessons about how snow behaves when handled and how to keep themselves safe on slippery surfaces. Children also develop an understanding of how to keep themselves healthy as they wrap up warmly before going outside and learn to wash their hands before eating. They enjoy a variety of healthy meals and snacks throughout the day, with considerable care being given to ensuring children's individual dietary needs are taken into account.

Children behave well because staff successfully adapt the techniques they use according to the age and understanding of the children. They ensure children understand the expectations for their behaviour and use clear praise and reward systems to let children know when they do well. Children work well with others and older children enjoy helping their younger friends. Children's learning is personalised and this ensures children with special educational needs receive the support they need through activities that interest them. Imaginative use of technology, such as electronic keyboards, wind up toys and games machines, enhances children's understanding of how things work. Children's opportunity to use open ended activities such as creative materials, role play resources and construction toys develops their imagination and ability to solve problems. Such skills prepare children well for their future learning.

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