

Booker Out of Hours Kids' Club

Inspection report for early years provision

Unique reference number	322447
Inspection date	29/09/2009
Inspector	Maureen Coleman

Setting address	Booker Avenue Junior School, Booker Avenue, Liverpool, Merseyside, L18 9SB
Telephone number	07932 155 097
Email	outofhourskids-club.com
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

Booker Out of Hours Kids' Club is one of nine clubs owned by Out of Hours Kids Club Ltd. It opened in 2000 and operates from the recently rebuilt school dining hall of Booker Avenue Junior School in Liverpool. They also have the use of three school playgrounds. A maximum of 48 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The club is open each weekday from 8am to 9am and 3.15pm to 5.45pm during term time only. There are currently 24 children on roll who are all under eight years, and of these, 16 are within the Early Years Foundation Stage. The Kids Club serves children attending the Booker Avenue Infant and Junior schools. The setting supports children with special educational needs and/or disabilities. The club employs six members of staff, of these three hold appropriate early years qualifications at level 3 and the remaining staff at level 2. The club is affiliated to the '4Children' network and also receives support from the local authority. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of provision is good. The setting places a strong emphasis on valuing the uniqueness of each child. The positive approach to inclusion and careful monitoring of children's needs successfully promote their development in all areas of learning. Well established and effective systems are in place to ensure children are safeguarded including rigorous procedures for the appointment and induction of staff. However, the records of checks carried out to ensure their suitability to work with young children does not contain all of the necessary information which is a requirement of the Early Years Foundation Stage (EYFS). The risk assessment does not cover everything a child may come into contact with. The setting has established good links with parents. However, these do not currently include strategies to enable parents to be informed and involved in the next steps in their child's development. The staff work well as a team and are led by an enthusiastic competent and forward thinking manager. The setting has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure records of staff suitability include the date of issue of Criminal Records Bureau disclosures (Suitability of adults) (also applies to both parts of the childcare register). 16/11/2009

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

- develop a system for sharing the next steps of children's learning and development with parents
- ensure the daily risk assessment covers everything with which a child may come into contact, including electrical sockets.

The effectiveness of leadership and management of the early years provision

The leadership and management team are clearly focused on promoting children's welfare and helping them to make good progress in their learning and development. Inclusive practice is promoted enabling all children to achieve as well as they can. The setting has a good and effective policy ensuring equality of opportunities and for supporting children with special educational needs and/or disabilities. Established procedures for safeguarding children ensure the suitability of staff, for example, good recruitment and induction processes, regular training opportunities and daily meetings are constantly maintained. However, although Criminal Records Bureau disclosures are obtained a record is not maintained of the date of issue which is a requirement of the Early Years Foundation Stage. Although risk assessments are carried out some electrical sockets are accessible to children and as such pose a potential hazard. Good quality toys and resources are easily accessible which promotes children's free choice and independent learning. Management use effective systems to regularly self-evaluate and monitor provision and pupil achievement. Formal and informal evaluation sheets, questionnaires and recordings of children and verbal feedback from parents are discussed at the weekly team meetings and included in plans for future provision and development.

Children benefit from the strong partnerships and well established communication links that exist between parents and staff. However, this does not currently include information about next steps in their child's learning and development to enable parents to be more involved. Parents speak highly about the Club and state "staff always go the extra mile to ensure children are safe and enjoy their time at club" and "the kids really like it here, we have trouble collecting them to take them home. Staff work closely as a team and share a common sense of purpose. They are committed to raising children's achievement and improving provision. Children benefit from the very close links the setting has with the on site Infant and Junior schools which promotes good continuity and transition from school to club.

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

Since the introduction of the Early Years Foundation Stage staff have reviewed and created new systems for assessing children's progress and planning activities. Formal and informal assessments are carried out and recorded in the children's learning journals. Staff use information about individual children to inform planning so they can help children take the next steps in their learning. There is a good

balance of child and adult led activities. Holistic play is evident and the setting works closely with the school to enable them to provide activities that will complement and extend the foundation stage curriculum. For example, cookery activities are used to reinforce numeracy and literacy, physical activities to reinforce colour and number recognition and during discussion time children are encouraged to voice their opinions and show respect for other children's point of view.

The environment is appropriately arranged to provide for the needs and interests of all children. Staff are aware that some children learn more and enjoy outdoor activities; as a result children benefit from free access to the extensive and attractively landscaped outdoor playgrounds. These provide children with designated areas to engage in different activities such as cricket, football, hide and seek, climbing and role play. Indoor activities include card making, snooker, construction, role play and a quiet reading and rest area. Staff promote children's understanding of their own self care and the importance of good health through clear hygiene routines. Children are consulted and involved in planning the snack menu and serving food. Snacks are healthy, tasty and well balanced and there is always plenty of fruit available each day. Drinking water is readily available throughout the session and any special dietary requirements of individual children are catered for.

Careful consideration is given to children's safety at all times with distinct boundaries and procedures being well understood by all children. For example, they know not to retrieve a ball from outside the playground and are closely supervised when moving from an indoor to an outdoor activity. Children also take part in regular fire drills, so they know what to do in an emergency. Effective and consistent use of praise and encouragement is used by staff and promotes children's self-esteem. Children are happy, confident well behaved and enjoy their time at club.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with children). 16/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with children). 16/11/2009