

Kool Out of Skool (Marlborough)

Inspection report for early years provision

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EY255064

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Inspector

Tara Street

Setting address

Marlborough County Primary School, Tytherington Drive,
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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 Out of Skool (Marlborough) is a privately owned and managed out of school and holiday club. It opened in 2003 and operates from a mobile building within the grounds of Marlborough County Primary School in Tytherington, Macclesfield. Children have access to the school grounds for outdoor play, including both grassed and hard surface areas. There are no issues which may hinder access to the premises. A maximum of 38 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 13 years. During term time the group is open five days a week from 7.45am to 8.50am and 3.20pm to 5.45pm. During the holidays it is open from 8.00am to 5.45pm.

There are currently 92 children on roll, of these, 32 are under eight years and, of these, 22 are within the early years age group. The setting supports children with special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the owner, who work directly with the children. All of the staff hold appropriate early years and/or playwork qualifications. The setting is member of the '4Children' network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The club provides a fun, busy and safe environment for children. Children are very much valued as individuals and treated with warmth and respect by the staff. The owner and staff demonstrate a positive attitude and commitment to improving the quality of care and learning experiences, through regular quality checks and self-evaluation. The effective relationships between parents and carers ensure that children's individual needs are met. An inclusive and very welcoming service is provided by the staff in the club.

What steps need to be taken to improve provision further?

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

- develop further the records of observation and assessments and use these to plan the next steps in a child's developmental progress
- update policies and procedures to ensure they are fully in line with the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

Children benefit from the professional leadership and management of the setting. Staff work hard to extend their skills and professionally develop through attending courses and completing recognised qualifications. Clear and robust recruitment procedures are in place, which ensures all adults working with the children are suitable to do so. Staff have a very good understanding of the safeguarding policy and know what action to take if they were concerned about a child. Children are safeguarded effectively, because daily safety checks are completed before children use any of the play areas. Furniture and resources are well organised to help create an accessible and stimulating environment. Staff are very well deployed to support children's care, learning and play. Inclusive practice helps to ensure that all children feel welcome and valued. Record keeping documents, policies and procedures are in place to guide staff practice. However, these have not yet been updated to ensure they fully reflect the Early Years Foundation Stage requirements.

The staff work very well with parents and carers and value their comments and ideas. Parents are warmly welcomed into the club everyday. Staff are available to discuss a child's day and the progress they are making. Newsletters and a noticeboard keep parents informed and included in events in the setting. Parents' comments indicate that they are extremely satisfied with the care and educational provision their children receive. There are clear links with other early years practitioners and, as a result, continuity of care and learning for individual children is good.

The setting has very good systems in place for monitoring and evaluating the practice, this includes actively seeking the views of staff, parents and children. For example, through questionnaires and regular staff meetings. As a result, the staff and owner are aware of the strengths and areas for improvements within the setting and this has a positive impact on children's welfare and learning. Future plans are well targeted to bring about further improvement to the provision.

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

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning and development. The planning is flexible, responding to the children's interests and ideas. For example, staff regularly ask children's opinions about the resources and activities they wish to participate in and their ideas are highly valued. Staff have a sound understanding of the Early Years Foundation Stage and therefore children's progress towards the early learning goals are generally supported. However, assessment records do not clearly show how children are progressing towards the early learning goals or identify their next steps in learning. This potentially limits the setting's ability to ensure each child's needs are being met. The well organised environment enables children to become independent learners which develops their confidence

effectively. They make many choices, initiate their own activities and play imaginatively with the resources available. Staff effectively extend games by questioning and encouraging the children to think of different things they can do and make. As a result, their imagination and creativity are very well supported and promoted. Children are confident as they freely access a good supply of writing materials and resources which enable them to practise their early writing skills. For example, children use a range of collage resources to create a snake wall hanging.

Children work extremely well together, for example, sharing their knowledge of number when playing board games or problem solving when constructing jigsaw puzzles. Staff work very closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children show a thorough understanding about why they must wash their hands before snack and after messy activities. A varied and highly nutritious menu encourages children to make healthy choices about what they eat. Staff are very good role models with a consistent, positive approach. As a result, children show an excellent ability to manage their own behaviour, for example, helping to sweep the floor and wipe tables down, and patiently taking turns to use the multi-cultural dolls and puzzles. Children are encouraged to learn about keeping themselves safe because the staff explain to them about hazards, such as running indoors, and the consequences of this. Children make very good use of the outdoor play areas. For example, they enjoy participating in group games with the balls and hoops or playing football. They regularly use small sports equipment to practise throwing and catching skills. Children's information and communication technology skills are enhanced as they experience a very good range of opportunities to use programmable and battery operated toys.

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	1
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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