

Kids United

Inspection report for early years provision

Unique reference number EY365747
Inspection date 19/10/2009
Inspector Clare Henderson

Setting address Woodfield Community Primary School, Wigan Lane, Wigan,
Lancashire, WN1 2NT
Telephone number 07515 708 931
Email enquiries@admin.woodfield.wigan.school.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Kids United Out of School Club is privately owned and opened in 2008. It operates from two designated classroom areas and the school hall within Woodfield Community primary school which is situated in the Standish area of Wigan. It serves the children of the school with before and after school care. Holiday care is available for the children at another facility operated by Kids United. A maximum of 24 children under eight years may attend at any one time. There are currently 70 children on roll, of these four are of the Early Years Foundation Stage age. All children share access to the outside play areas of the school. The club is open each weekday from 7.30am to 9am and again from 3.30pm to 6pm during term time. The setting supports children with special educational needs and those who speak English as an additional language. There are three members of staff who work at the setting who have appropriate childcare qualifications to level 2, 3 or 4. The club is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An excellent understanding and application of the Early Years Foundation Stage requirements ensures each child's individual needs, their safety and well-being are met. In this extremely well organised and safe environment, all children thrive and feel valued. The setting is highly evaluative of all it does and all adults continually gather children's and parents' views, which they diligently act upon. It provides excellent out of school care and has an outstanding capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to engage Early Years Foundation Stage parents as partners.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding. Since the last inspection staff have not rested on their outstanding status but driven forward to further improve the club for the children to enjoy. This has been achieved because adults listen attentively to and act on children's ideas, continually observing, talking to and involving them in decisions about the club. All children have equal opportunities to contribute to the running of the club through choosing activities, setting the club rules or as buddies for younger children. Staff are committed to ongoing improvement. They make observations of all the children's progress, including

those in the Early Years Foundation Stage. All staff willingly take part in ongoing training and appraisals undertaken by the registered person and the manager and through regularly attending externally run courses. Children's welfare is central as staff supervise children closely. Staff recruitment procedures are extremely effective in promoting children's safety. Children's opinions matter here, and they are involved in interviewing prospective staff. Adults use their expertise very well and provide a high quality range of fun, yet challenging games and activities, which the children thoroughly enjoy whilst learning and developing into healthy, caring and responsible young people. Child protection procedures meet government guidelines. Thorough risk assessments are in place. The club works in close partnership and are continually working to improve links with parents. They gather their views at every opportunity for instance, through daily contact, the notice board and regular newsletters. Parents are kept well informed about how their child is getting on through daily verbal exchanges and through the sharing of learning journeys. This enables parents to play a close part in their child's learning and development. The club has strong links with the school it serves. Staff work in close partnership with the reception class teacher to ensure there is continuity between school and club. This ensures that children are well cared for and their learning needs taken fully into account.

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

The quality of provision is outstanding because staff allow children to play freely and to take a real lead in planning and devising their own play activities. Consequently they grow into confident and independent happy young people. 'I like everything here' and a comment from a parent, 'I spend ten minutes enticing her home, she loves it so much', are testament to the enjoyment children have in the club. Staff provide children with many opportunities, which they grasp eagerly, to develop their interests, responsibilities and talents. For instance, children extend their dancing talents as they dance the tango in their impromptu ballroom session. Club rules are drawn up by the children and their requests for activities and games are sought by staff on a weekly basis. This enables them to have a real hand in what goes on in the club and prepares them very well for the future through giving them these opportunities to make decisions and choices. Similarly, through supporting the community for instance, fundraising for local charities they learn to think of, and take care of others. There are continuous opportunities for physical activities, both within the classroom and in the exciting outdoor environment, while on the adventure trail children extend their climbing and imaginative skills effectively. The reading area, with comfortable couches, is an inviting area and provides a quiet area for children, if they wish to sit quietly on their own or with their friends to chat or read. Trusting relationships are formed with staff and children are very good humoured and confidently express their ideas and views. Staff provide an excellent balance of adult led and activities chosen by the children across the six areas of learning which appeal to children's interests. This successfully promotes children's learning and they make excellent progress in their overall development. Snacks provided are very healthy and as children say, 'give us strong muscles'. Children are taught how to stay safe and staff capitalise on the experiences of people in the local community with visits from, the lollypop person.

This enables children to understand how to keep themselves safe and alert to potential danger. Key persons attached to named children record observations and assess children's learning. The information gathered is linked to the elements of the Early Years Foundation Stage framework for children of reception age and identifies children's next stages of learning. These are shared with the school staff and parents on a regular basis and ensure learning through play is valued and used to contribute to children's overall development. Children celebrate topics about other countries and cultures which are topical, throughout the year. A recent topic on endangered species extended through art, craft and cookery experiences, promotes children's knowledge and understanding of diversity within the world.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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