

# GR8 Kids @ Stimpson

Inspection report for early years provision

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<b>Unique reference number</b>	EY362624
<b>Inspection date</b>	19/11/2009
<b>Inspector</b>	Edgar Hastings

<b>Setting address</b>	Stimpson Avenue Primary School, Stimpson Avenue, NORTHAMPTON, NN1 4LR
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<b>Type of setting</b>	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

The ----GR8 Kids @ Stimpson out of school club was registered in 2007. The setting is one of a privately owned group of six clubs and operates from within the Stimpson Avenue Primary School premises in Northampton. Children have access to the dining hall and school hall areas, toilet facilities and an outdoor play area. There is access for children and adults who may have disabilities. The setting is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. There are 134 children aged from three to 11 years who attend for a variety of sessions throughout the week; four of these are in the early years age group.

Opening times are Monday to Friday, 8.00am to 9.00am and 3.15pm to 6.00pm, term-time only. The children who attend come from Stimpson and Vernon Terrace primary schools. The club is able to support children with special educational needs and/or disabilities. The group employs five staff and of these, two hold appropriate early years qualifications. The number of staff on duty depends on the number of children booked into the group. The setting receives support from the local authority's childcare advisor, is a member of Membership 4 Children, and has strong links with the host school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision at Gr8 Kids @ Stimpson is satisfactory. The needs of the early years children are met satisfactorily overall but enabling them to make good progress in their personal and social development. The setting promotes equality well amongst its children who come from a variety of different ethnic backgrounds, and there is effective support for children with special educational needs and/or difficulties. The setting has built a strong partnership with parents who speak highly of the level of care made for their children. The leaders have made some improvements since the last inspection and their capacity to maintain further improvement is satisfactory.

## What steps need to be taken to improve provision further?

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

- ensure Criminal Records Bureau information held by the setting is complete (Suitable people) 02/12/2009

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

- develop self-evaluation processes further in order to identify the setting's strengths and areas for improvement
- ensure assessment procedures identify the next steps in children's learning

- link planning to assessment outcomes in order to meet learning needs of children.

## **The effectiveness of leadership and management of the early years provision**

Well-established routines ensure the after school club runs smoothly on a day-to-day basis, and provides a friendly and welcoming atmosphere where all children are known well. A good range of resources are provided to cater for all interests and to engage children actively in a variety of play activities and learning. The staff work effectively as a team and have a clear understanding of their roles and responsibilities. There are suitable safeguarding procedures in place to ensure children's safety and security in the setting, including child protection policies and systems for pursuing concerns. Regular risk assessments are carried out on the accommodation and the resources that the children use. Staff are carefully vetted but the information about staff's Criminal Records Bureau checks retained in the setting is incomplete. This is a legal requirement and needs addressing immediately. Two of the five members of staff are suitably qualified and one is currently undertaking university training in child development. All staff have received training in food hygiene, and two are fully trained in first aid. All staff have access to further training courses based on their own particular needs and interests.

The issues raised at the last inspection have all been addressed. There is now a policy that outlines action taken when children fall ill and on how parents are contacted. All related information is now stored securely and confidentially. An equal opportunities policy including references to special educational needs now complies with current legislation, and Ofsted is now kept informed of significant events. There is an ethos in the setting that all children are valued equally, and the setting liaises with the school to provide support for children who have special educational needs and/or disabilities. A new manager was appointed in September 2009, and she is keen to effect further improvements. The process of self-evaluation has begun but it is in the very early stages and is not yet identifying comprehensively the setting's strengths and areas for development. However, the leader has identified the Early Years Foundation Stage as an area requiring improvement and is in the process of formulating action to be taken.

The links with parents are good and a process of regular contact ensures parents are kept well informed about their children's progress. Parents speak very highly of the setting and say how much their children enjoy attending. Several parents commented on how well the children mixed with children of other ages and from the other feeder school. One parent said, 'they have made new friends and this has helped their development'. There are strong links with the host school and the regular contact with staff keeps them informed about matters of all children's welfare.

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

There is only a small number of early years children attending the after school club, and much of the planning is of general nature but does provide some links with the areas of learning in the Early Years Foundation Stage. They are fully involved in the activities provided, and join in and mix well with the other children both in the outdoor play area and inside. For example, in the well-resourced outdoor play area children enjoy a good variety of physical exercise developing bat and ball skills, skipping, climbing and balancing on the adventure playground area, riding scooters and joining in active games and races. They learn to share and to take turns with the equipment, co-operate with others of different ages and this supports their personal and social development well. Inside children are able to choose the activities they wish to follow including construction kits, writing and drawing activities, bead picture making, table tennis, puzzles and exploration activities involving magnets. The provision of activities encourages children to develop fine and gross motor skills, reinforce their counting skills, foster creativity, develop social skills and to build relationships with other children and adults. Although assessment arrangements are in place there is no identification of the next steps that children need to take to extend their learning, and planning is not yet linked to assessment findings.

Children enjoy the opportunity to participate in adult-led activities, such as cooking shortbread biscuits. Under careful supervision they enjoy weighing out the ingredients and mixing them together. They particularly enjoy cutting out the biscuits using animal template cutters and then preparing them for the oven.

Although the provision for this group of children is generally satisfactory it does have some strengths in ensuring children enjoy their time at the setting. Good engagement by staff assists in this and also helps to build on the positive relationships that exist. Children's welfare is well promoted in a safe environment so that the children feel safe because of the procedures put in place for them. Staff manage the children well, present good role models and this engenders respect. There is strong emphasis on personal safety and children are reminded regularly about safe play and to always be aware of others. As a consequence behaviour is good and this contributes to a friendly atmosphere ensuring enjoyment for children during the session.

The setting promotes a healthy lifestyle through regular provision of healthy food at snack time, and plenty of opportunities to be active in the outdoor play area and the indoor hall throughout the session. Children really enjoy participation in these active games sessions and are well supported by staff who ensure they have a lot of fun. The children are well integrated and make many friends. The older children take some responsibility for helping the younger ones to participate and join in with the activities, and this helps them to grow in confidence. The children from the two schools also integrate and mix well with one another and this contributes well to their personal and social development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	3
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	3

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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