

# Barton Kids Club

Inspection report for early years provision

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**Unique reference number** 219233  
**Inspection date** 30/11/2009  
**Inspector** Isobel Randall

**Setting address** Ramsey Manor Lower School, Manor Road, BARTON LE  
CLAY, Bedfordshire, MK45 4NS  
**Telephone number** 01582 881318  
**Email** nichollst@sky.com  
**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](mailto:enquiries@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

Barton Kids Club is run by a voluntary committee. It opened in 1994 and from the school hall and classrooms within Ramsey Manor Lower School in the village of Barton-Le-Clay, Bedfordshire. Children have access to a secure outdoor play area. The catchment area for the club is the host school, and other local schools if places are available. A maximum of 32 children aged under eight years may attend the setting 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 group is open five days a week from 3.15pm to 6.00pm term time only.

At present there are 45 children on roll who attend for different sessions. Of these six are within the Early Years Foundation Stage. The club is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. The club supports children with special educational needs and/or disabilities, and has disabled access.

There are seven members of staff, five of whom hold appropriate qualifications in childcare and play work to at least Level 2. The leader liaises with the Early Years Foundation Stage in the host school to provide for the needs of Early Years children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The extent to which it meets the needs of the early years children is sound. Improvement since the last inspection has adequately addressed the recommendations made at that time, and the club is taking measures to develop the provision further and improve their practice in new premises. Arrangements for the children suitably address their individual needs.

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

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

- keep a written record of all complaints and any subsequent action taken (Safeguarding and Promoting Children's Welfare) (also applies to both parts of the Childcare Register) 18/12/2009
- ensure the records of attendance include children's times of arrival and departure. (Documentation) (also applies to both parts of the Childcare Register) 18/12/2009

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

- develop further communication with parents about the experiences of their children at home and at the club
- develop further the records of observation and assessments to make it clearer how children are progressing towards the early learning goals and use these to inform planning and identify the next steps in a child's developmental progress.

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

Leadership and management are satisfactory. Children are safe as a result of checks on the suitability of adults, and on the running of the club. Training in safeguarding specific to the Kids Club is carried out in the term when staff join, but not immediately on entry. However all staff, who working in this and other settings where they care for children, can demonstrate that they are aware of safeguarding and child protection procedures. Risk assessments are carried out nightly with close attention to hygiene and to the safety of equipment such as electrical points. Staff are organised to ensure that children are always in the care of at least two adults. Registers are kept, and children leave only when the person collecting them is known to staff, but the specific time of arrival and departure is not noted which is required by the Early Years Foundation Stage. Adults are trained to administer first aid to children and are informed by parents about medical conditions or allergies.

The club's liaison with the host school is satisfactory in relation to the Early Years Foundation Stage. The manager, who is the young children's nominated Key Person, liaises with their teachers and ensures that children are able, if they wish, to follow up on the topic they have been following in class, but not the level of attainment. Links with parents are sound, in that they hear about their children's activities when they collect them, and receive a newsletter informing them of arrangements and events. However, the club find that parents say that their children are happy and therefore do not feel a need to be more involved which limits the sharing of children's achievements.

The committee, made up of mainly parents, meet regularly with the manager to discuss issues such as staffing, and have been heavily involved in planning a move to new premises. They have also recently reviewed essential policies, so that all are now in place. However, a written record of all complaints and any subsequent action taken is not maintained, which is required by the Early Years Foundation Stage. Self-evaluation is concerned largely with the physical arrangements impacting on the running of the club, although the committee have arranged for the club leaders to be guided by a local authority advisor in relation to the development of early years children. Staff meet regularly to plan activities and to be trained or updated, and so keep in touch with aspects of play and childcare.

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

The quality and standards of provision for play is satisfactory, focusing more on enjoyment than on developing learning. It allows children to relax after school and to mix with their friends in a safe environment. There is a good variety of resources and activities to appeal to the interests of the full range of children who attend. The manager ensures that activities are appropriate for early years children, picking up on contexts that they have experienced at school by liaising with the school staff. Staff allow free choice of play, helping children to develop by discussing their actions with them. Staff have an appropriate understanding of the Early Years Foundation Stage and therefore children's progress towards the early learning goals are generally supported. However, this is not identified within the planning, and assessment records do not 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 in full. There is a reasonable range of activities, with sport, crafts, drawing and painting, reading, and children learn to share the most popular resources.

Children enjoy making clay pots and animals, using the computers and playing table football, during which they are encouraged to cooperate with each other. Some prefer to read their own books, showing good levels of concentration. Children are happily engaged throughout the session, and some are reluctant to leave when it is time to go home. They feel safe as they are well supervised and have confidence in the adults who care for them. Adults manage their behaviour well, and relationships are positive. Children with special educational needs have satisfactory individual attention that meets their physical and emotional needs. Children have some opportunities to make a positive contribution by clearing up their equipment, and by sharing with others. Mixing with older children from their own school and from the nearby middle school, they learn to relate to people of different ages and experience, giving them satisfactory preparation for adult life.

## 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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

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 (Records to be kept) 18/12/2009
- take action as specified in the early years section of the report. (Procedures for dealing with complaints) 18/12/2009

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 (Procedures for dealing with complaints) 18/12/2009
- take action as specified in the early years section of the report. (Records to be kept) 18/12/2009