

# Kids Klub Burnley St John

Inspection report for early years provision

---

**Unique reference number**

EY397504

**Inspection date**

25/01/2010

**Inspector**

Cynthia Walker

**Setting address**

St. Johns RC Junior School, Thames Avenue, BURNLEY,  
Lancashire, BB10 2PZ

**Telephone number**

07912561530

**Email**

npritchard@ntlworld.com

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Kids Klub Burnley at St John is a registered company. The club operates from within St Johns Primary School in Burnley. Due to alterations to the school building at present, children only have access to the school hall, outdoor grounds and toilet facilities. The club is open from 3.30pm to 6pm term time only and 7am until 6pm during school holidays with the exception of one week at Christmas. Places are allocated to children who attend from the Primary School and other local schools within the area.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged from three years up to eight years may attend. There are 20 children on roll in the after school club, of whom, one is on the Early Years Register. During the holiday club there are 40 children on roll, of whom, 10 are in the early years age range. There are three staff including a manager who work directly with the children during term times and over half the staff hold appropriate early years qualifications. During school holidays staff from other settings within the company work in the club.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy their time in the club and make satisfactory progress in their learning. Overall, staff provide interesting learning opportunities to meet most children's needs, although the methods of assessing children's progress are not consistently maintained to ensure planning promotes children's development. The club promotes most aspects of children's welfare which includes clear safeguarding procedures, however, work within the building affects some aspects of children's safety. Appropriate procedures are in place to evaluate the effectiveness of the club which includes targets for the future, although, procedures do not always reflect some practices in order to maintain continuous improvement. Strong links with parents and carers enables the staff to have a clear understanding of individual children's backgrounds and needs.

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

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

- review the methods of monitoring the learning programme to ensure the future learning for individual children within observations is consistently identified, in order to plan motivating learning experiences to support children's progress.
- review the safety of the access to the premises to ensure that all hazards to children are kept to a minimum.

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

The provider and staff work effectively as a team to ensure children make satisfactory progress in their learning and promote their welfare. Documentation which is required for the safe and efficient management of the setting is well organised. Staff have a clear understanding of child protection to enable them to effectively safeguard the children in their care. There is a rigorous recruitment and vetting procedure which maintains the suitability of the staff and promotes children's safety. Detailed risk assessments ensure staff take effective action to minimise or eliminate most risks to children both inside and outdoors. However, recent building work to the school has affected the management of the access to the club which has some impact on the children's safety.

Involvement in the local authority quality assurance scheme has enabled the club to identify their strengths and weaknesses with the involvement of the staff team. This information has been analysed to inform an agreed action plan of targets for improvement, however, the monitoring process has not identified the weaknesses in the learning outcomes for children in order to maintain continuous improvement. Due to the ongoing alterations within the building this has imposed some temporary restrictions on the organisation of the accommodation and resources. However, effective team work ensures that the hall is split into separate areas and enables children to instigate their own learning. Although the variety of resources is restricted, the staff actively respond to children's requests and the range of resources is regularly rotated to support children's learning and development. Appropriate liaison with other providers delivering the education programme ensures information is shared to complement the care and learning for children.

Parents and carers are actively welcomed into the club and receive comprehensive information about the care and learning being provided and include organisational policies and procedures.

Information is updated through regular newsletters and interesting notice boards in the club. Parents and carers are informed about their children's achievements and care as they are collected at the end of the day, which is supported by a succinct monthly report. The club regularly asks parents and carers to be involved in the evaluation process through questionnaires every term and the responses are positive. Children are involved in the self-evaluation by completing the 'listen to children' questionnaires.

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

Staff have a sound knowledge of the learning and development requirements and are appropriately promoting children's learning, social, physical and economic well-being. Children are involved in making decisions about planning the weekly activities which enables staff to respond to children's interests. Although documentation is in place to complete observations on individual children, observations are not being consistently recorded or future learning being

identified. The weekly activity plan incorporates a balance of adult and child-led activities, however, the planning does not reflect children's future learning or identified interests. Key workers demonstrate some understanding of individual children's progress and plan activities to support a few aspects of their learning, for example, using the role play area to develop and support children's social skills.

Staff have developed warm and positive relationships with the children and effectively support their learning as they actively listen and interact during activities. Children make independent choices and are active in instigating their own play and learning. They play harmoniously in a tent as they enjoy playing simple games with other children and extend this as they develop a cosy area by introducing a good variety of materials and carefully arranging them within the tent. Children develop their hand-eye coordination as they use large wooden domino pieces to build towers and tunnels, and laugh with delight as the towers collapse. They extend this by using the dominoes to construct a simple building which they describe as a stage with an area for the carpet and for the chairs to go. Children then explain that this is for a pantomime involving a well known character from a book. They correctly match the pieces as they complete a game of dominoes and count out the pieces to share with other children.

Children are confident within the group and the organisation of the routines and effective interaction from staff gives them a sense of security where they feel happy and settled. They behave well as they respond to the calm and consistent explanations from staff and show consideration for others as they apologise for knocking down other children's models. Children have opportunities to discuss ongoing issues which include behaviour at meetings held every month. They enjoy a good range of healthy snacks and have the opportunity to make suggestions to the menu which encourages them to make healthy choices about what they eat and drink. Children assist with the preparation of snack and are encouraged to spread the margarine on their toast.

## 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	2
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
--	---

### 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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----