

# Kool Kids

Inspection report for early years provision

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**Unique reference number**

EY310623

**Inspection date**

23/11/2009

**Inspector**

Sarah Quinn

**Setting address**

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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 Kids Out of School Club is managed by a private company; Daisy Chain, Childcare Ltd. It opened in 2005 and operates from the base room, main hall and associated facilities within Haigh Road Infant School, Rothwell, Leeds. A maximum of 32 children may attend the setting at any one time. It currently takes children from four years of age and also offers care to children aged up to 11 years. There are 21 children on roll, of whom five are within the Early Years Foundation Stage (EYFS). The setting supports children with special educational needs and/or disabilities. Children attend from the infant school and the local junior school. The setting is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The breakfast club operates from Monday to Friday from 8am until 9am and the after school club operates from Monday to Friday from 3.10pm until 6pm during school term time. There are three members of staff, who work directly with the children. The staff hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children are safe and happy and enjoy attending the club. Every child is valued and staff have an in depth knowledge of individuals and their needs. The staff demonstrate a commitment to development and include parents, teachers and children in their improvement. The setting is committed to training, although finds it hard to access support and training from the local authority. Planning is evolving but the impact of the system upon the children's learning and development is unclear.

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

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

- develop productive links with the local authority to enable the staff to access further training and to support the continuous improvement of the setting
- evaluate the effectiveness of the planning to ensure that it fully meets the needs of the children attending the setting.

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

Children are safeguarded as the staff understand the signs and symptoms of abuse and have clear strategies for the protection of children. Staff are suitable and have undergone appropriate suitability checks. They are committed to the development of children and realise that skilful and productive interaction is the key to their learning and progress. They spend a lot of time talking to children, supporting and challenging their play, and developing their interests.

The company have a clear mission statement that is shared with staff. The mission demonstrates a desire to provide the very best care and learning for all children in a safe and secure environment. Staff at the setting demonstrate a commitment to this mission statement and the setting is continually evaluated by parents, children and all involved; to ensure that it is developing and improving. Staff enjoy attending training, although find it difficult to access support and training from the local authority. This means that they have to find other ways to access the training they need. Other partnerships are fostered for the benefit of the children, mostly through the school, for example, speech and language support. The setting values the relationship it has fostered with parents and carers and they ask for feedback regularly to ensure their improvement. Parents are given information about the care that their children receive and about developments and improvements in the setting.

Resources are deployed carefully for the benefit of children and the children's council have a big influence over how the monthly budget is spent. The setting uses the expertise of staff throughout the company and consult with them regularly for support. Inclusion is communicated throughout the comprehensive range of policies and procedures and the company have a clear commitment to equality of opportunity. The staff demonstrate a good knowledge of the interests and special requirements of all children and those with special educational needs and/or disabilities have individual plans to ensure their safety and progress. For example, those with severe allergies are well-supervised and offered alternatives where appropriate.

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

Children learn and develop at the setting as the staff make good observations of their interests and progress and ensure that they provide interesting and well-planned activities to stimulate and excite them. There are positive relationships with the schools that the setting serves and this ensures continuity of care and education. Planning is in place, although the impact of the system upon the children's learning and development has not been fully evaluated. Adult interaction is focused on individuals and their interests, children show high levels of enjoyment as they laugh and giggle together.

Children enjoy arts and crafts activities, such as, making a poppy field for Remembrance Day and a collaborative fireworks display. They play games together like dominos and cards and enjoy challenging the staff to different games. They enjoy physical activities like skipping and football and play together outside to complete the large games like 'four in a row'. Cooking is a favourite, as is woodwork and needlework and the children love to learn new skills. Children are happy, confident and show contentment and enjoyment as they laugh together and with each other. They enjoy celebrating festivals together, such as, Diwali where they make lamps and eat Indian sweets, and learn about cultures and people from around the world. Skills for the future are supported through the children's council where children are given responsibility for planning and spending

the monthly budget.

Health is promoted as the children talk about healthy food and make displays about what are good choices. They enjoy physical activity and often play games together like cricket. Children's safety is well maintained, as there is a comprehensive health and safety folder with up-to-date risk assessments for all activities. Staff ensure that children learn about road safety together and comply with the rules of the 'walking bus'. Safety discussions are regular and cover areas such as fireworks, road safety, strangers and fire evacuation. Children feel safe as they comfortably move around the club and chat to staff and children.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met