

# Planet Kids CIC/ Marchwood

Inspection report for early years provision

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**Unique reference number** EY395130  
**Inspection date** 05/01/2010  
**Inspector** Sylvia Shane

**Setting address** Marchwood C of E Infant School, Twiggs Lane, Marchwood,  
SOUTHAMPTON, SO40 4ZE

**Telephone number** 07713594090

**Email**

**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**

Planet Kids at Marchwood Infant School opened in 2005 and 2009 under its new registration. It is one of a group of Out of School Clubs owned by Planet Kids CIC. It operates from the community room in the school in the village of Marchwood in Southampton. A maximum of 20 children may attend the setting at any one time. All children share access to a enclosed outdoor play area, all facilities are on one level and accessible. The club welcomes children with learning difficulties or disabilities, and also children who speak English as an additional language.

The club opens five days a week during school term times and most school holidays. Sessions are from 8:00am to 9:00am and 3:00pm to 6:00pm daily and 8:00am to 5:30pm during school holidays. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, there are currently 40 children on role, 11 of these are in the Early years age group. Children from the local area attend for a variety of sessions.

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

Overall the quality of the provision is good.

Children are happy and settled in the setting and are making good progress because staff plan a balanced range of activities and experiences to compliment those they receive in the school setting. Close liaison with parents ensure children's individual needs are understood and met and all children are included. Children's welfare needs are well supported because all regulatory documentation is in place and policies are reviewed and well implemented. Casual systems are in place which enable the setting to identify areas for development and take appropriate action to improve the service provided, however, the system does not include the views of parent's.

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

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

- further develop the use of observation and assessments to identify children's individual learning priorities whilst they attend the setting
- further develop the use of self evaluation and reflect the views of parents in the process

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

Staff provide an organised, safe, stimulating and inclusive environment for all children. Staff show a clear understanding of their roles and responsibility in protecting and safeguarding children and robust recruitment procedures contribute to this. Staff show a commitment to further professional training this includes

ensuring they have a current first aid certificate to ensure that they can respond and provide appropriate care when accidents occur. Children are safe on and off the premises because staff supervise children well. Effective risk assessments are completed on all areas and equipment used by children both on and off site, this ensures their continuing safety.

The setting works well because the written policies and procedures are reviewed and updated annually and underpin the service provided. Staff promote equality and diversity well through ensuring all personal information about the children is documented, this enables to ensure their individual needs are well met. In addition, they provide play activities during the year, to help children develop and positive attitude towards diversity. Discussion with parents suggest they are happy with the care and education their children receive and that staff are friendly and approachable. They are kept informed of their children's progress through an affective hand over discussion, they are able to contribute and raise concerns about their children and staff work closely with them to progress their children. The staff communicate well with the feeder schools and share information; as a result children receive consistency of care.

Children's interests and ideas are taken into account when planning to buy future equipment or planning activities, this is done through weekly children's meetings. For those that don't attend all week or are less vocal a 'think tank' is available where children use the fish shape post-it notes to post their ideas, so all children can contribute. Staff respond to these appropriately, for example, a new electronic game system was fundraised and purchased and is a very popular piece of equipment.

The staff use the regular visits from the local early years monitoring services as a tool to self-evaluate the effectiveness of the provision. They identify areas for improvement and children contribute to the process, however, systems to seek out and act on the views of parents are not casual and therefore not robust. The group implement an action plan to ensure that improvements are made to benefit the children.

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

Children receive a wide range of experiences that cover all areas of learning. Staff plan a flexible and fun learning programme, which they review on a daily basis in order to respond to the needs of the children. Children have lots of opportunities to access and enjoy their favourite activities. They contribute their ideas to the planning, staff make observations and record their findings, staff generally know the children well, however, do not have a secure system in place to consistently prioritise for their learning and development needs. Staff are working effectively with the school and discussing the curriculum. They work particularly well with parents and the teachers to bring about improvements in the children's behaviour. As a result children understand the rules and know what is expected of them; as a result they are confident and feel secure.

Children settle quickly as they come in from school and are greeted warmly by staff who ask them about their day. Quieter children are supported and reminded what's available and soon settle to play and join in with the other children. Independence is encouraged as children hang up their clothes and help themselves to drinks. They practice mark making and recognition of time as they sign in and write their names and their times of arrival. Staff have purchased a clock which when tapped on the top will tell children the time, this helps support the children who have not yet learnt to tell the time. Children are developing friendships and show good support for each other, for example, when playing outdoors on the ice. Older children offer to hold on to the younger children so that they don't slip. Children take responsibility within the setting they are keen to help with cleaning and preparing the table before their meal time. They learn good hygiene by putting on aprons and gloves and washing their hands before handling food. Following tea time children are keen to use the torches to take the waste products to the recycling bins and learn the importance of caring for their environment.

Children have regular access to the outdoor area, careful planning ensures that children can have the optimum use of the lighter part of the evening. This promotes a positive attitude to a healthy life style. They are able to access a good range of equipment to develop their physical skills. For example, children confidently climb on the climbing frame, with a member of staff close by, who allows them to try out new skills. They are able to access a range of wheeled toys and equipment for sports, such as bats and balls. They enjoy the snow and ice and staff take advantage of this unusual occurrence to talk about how to keep themselves safe. Children practice sliding and balancing. Staff ask children questions that make them think, for example, 'what's happened to make the ice? ' Why has it formed that shape?

Children learn to take turns and share, for example, they excitedly cheer each other on whilst waiting their turn on the electronic game system and self-monitor whose turn it is. They sit sociably together and chat, they access a wide range of games and have lots of opportunities to express and use language and number skills. They sing songs and enjoy Karaoke sessions, dressing up and putting on talent competitions, they make dens and play games of hide and seek using the torches to seek out their friends. They experiment with cooking, weighing and measuring, they make dough and mix and talk about the colours. Children practice their drawing and writing skills as they master using the stencils or create pictures free hand.

Staff promote a caring atmosphere and encourage children to develop positive relationships and respect for their friends. Consequently, their behaviour is good. They have good self-esteem because they receive lots of praise. Children learn good hygiene procedures as staff are good role models and encourage them to and how to wear aprons and disposable gloves when helping clean. Procedure is in place for parents to follow when their children are ill. Staff have completed training in food hygiene; therefore, they prepare meals in accordance with environmental health guidelines.

## 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	3
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

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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