

Planet Kids CIC/ Wildground

Inspection report for early years provision

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Inspection date

13/01/2010

Inspector

Sylvia Shane

Setting address

Wildground County Infant School, Crete Road, Dibden
Purlieu, SOUTHAMPTON, SO45 4JX

Telephone number

07734684403

Email

Type of setting

Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.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

Planet Kids @ Wildground Infant School was recently registered. It is one of a group of Out of School Clubs owned by Planet Kids CIC. The provision operates from classrooms within the Infant and Junior school, which is in the Dibden Purlieu area of Southampton. It is open from 7.45am to 8.45am for the Breakfast Club and 3pm to 6pm for the After School Club, each weekday during the school term times. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children under eight years may attend the provision at any one time. There are currently 40 children on roll, of which five are within the early years age range. The club employs four staff, three of whom are trained to level three in childcare and education. The provision also offers care to children aged over eight years and supports children who have learning difficulties.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally relaxed and happy and are involved in decision making, however, some incidents of negative behaviour from the older children impacts on the younger children. Children access a wide range of activities and are able to freely choose; however, at times young children lack independence in accessing some resources as not all are clearly labelled. Most policies and procedures are effective in supporting the care and welfare of children and safeguarding children. The group is able to evidence they are committed to promoting inclusion, although they have been open only a short while, they show a commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- review the behaviour policy with all children and ensure that the behaviour of the older children does not impact on the care of the children in the EYFS
- further develop the record of risk assessment and ensure it includes anything children come into contact with
- further develop children's independence and choice by ensuring that resources are clearly labelled

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of child protection issues and procedures, and robust recruitment procedures and ongoing training ensure that staff have the skills they need and are suitable to work with the children. This has a positive impact on safeguarding the children's welfare. Risk assessments cover

almost anything children come into to contact with, all areas of the environment, including transporting children. However, staff have not included the kettle, which remains a potential hazard as it is accessible to children. Recently reviewed policies and procedures support the children's welfare, care and development. Parents are made aware of these and of any changes to policy through the newsletter, as a result, parents are kept informed about the system that underpins the care their children are receiving. Staff accurately complete all required records and children's unique personal details are kept in a confidential manner.

The group show a willingness and set up systems to share information with other providers of education. To date, the staff's attempts to plan meetings to discuss individual children have not been successful. As a result, the package of learning and development is slow to evolve in this area. Staff work closely with parents and discuss their individual children's welfare needs and have informal discussions about their development. Staff take children's interest and ideas into account, they collect these through weekly children meetings and encouraging children to put their ideas into the club's suggestion box. These are then discussed and incorporated into the planning of play.

Space and resources are generally well organised. Children access a range of resources which provide opportunities to cover the six areas of learning. Staff think about how they organise space to support older children who have learning disabilities. There is a range of resources to suit differing abilities and promote inclusion, such as right and left handed scissors. The premises are easily accessed as they are on ground floor level and include accessible toilet areas. When buying new resources children are consulted, as a result they know what is on offer and their individual needs take into account. Children are able to ask for specific items out of the storage area, however, lack of labelling means younger children have to ask for items from different storage areas. Space is limited for large items indoors, as a result, large items to be stored outdoors in a secure container.

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

Children are generally happy and settled and take part in decision making in the club. Children are warmly greeted by staff and settle down quickly on arrival, keen to commence their play. Staff provide some group activities to help children make friends and build relationships. Children are involved in the rule making and there is an expectation of politeness and respect for each other and staff. Children are generally building positive relationships with their peers, however, the behaviour of some older children impacts negatively on the younger aged children, detracting staff from supporting them.

Staff take a casual approach to planning the session and ask the children for ideas and these are then written into the plan. Learning is relaxed and based around the children's interests and ideas. Staff have begun to evaluate each session to ensure children make adequate progress. Staff support children by taking an interest in what they do and say, they develop their ideas, for example reminding younger children where the resources are stored and what is on offer. They understand

their role as facilitators of play and offer help when children request it, for example, with their writing skills, staff start them and then encourage them to do it for themselves. Children enjoy a range of electronic games and most children understand they need to put their name on the board so that they can each take a turn. Children generally self monitor this well. They show competency in working out how things work and can manage to get to their favourite game and load it. Children say how they like playing them because they don't have them at home. They have fun as they learn to manoeuvre a car around the track attempting to avoid the many hazards. Children are encouraged to use their mathematical skills, they casually work out how many children are having toast and how many are having sandwiches, so are practising simple calculation. They have access to a range of construction equipment, including puzzles to explore shape and size. Children learn about recycling and enjoy going out in the dark with torches to put their recycling items in the bins. Children have to access art and crafts from the drawers, however, some of these are not labelled and therefore staff have to prompt and encourage younger children to search them out as they lack confidence in searching things out for themselves. There is a good range of dressing up clothes which reflect different cultures and children celebrate different festivals such as Chinese New Year and Diwali. This promotes knowledge and understanding of the world and cultural diversity. The resources also provide positive images of gender and disability.

A real strength within the club is the way staff support and encourage children to have a healthy lifestyle. Children understand the importance of healthy eating because they have been pro-active in developing the club's healthy eating policy so they take ownership. Staff encourage them to openly discuss this issue in particular at meal times as they choose what they want to eat from a range of healthy options. The healthy eating message is further reinforced as staff provide resources to make up posters, children have decorated them imaginatively and these remind them about health choices they can make. Children's physical development is encouraged as children have access to outdoor play in all weathers. On the day of the inspection children are given the choice of staying indoors or playing in the snow. Older children engaged in snowball fights whilst younger children chose to have quieter games and stay indoors in the warm. Children learn about keeping themselves safe and understand that they are not allowed to leave the building until their parents or a known carer collects them. They have access to a range of wheeled toys, which includes stunt scooters and a sports pack which includes bats, balls and hoops. In addition, children have access to indoor games programmes which encourage them to exercise.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	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

Outcomes for children in the Early Years Foundation Stage	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	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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