

KIDS Heathfield Extended Clubs

Inspection report for early years provision

Unique reference number

EY398626

Inspection date

24/04/2010

Inspector

Michelle Ann Parham

Setting address

Heathfield School, Oldbury Way, FAREHAM, Hampshire,
PO14 3BN

Telephone number

01329 312 312

Email

kim.campbell@kids.org.uk

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.

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
W: 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 Heathfield Extended Clubs opened in 2009 and is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Children have use of four indoor areas at Heathfield School, Fareham in Hampshire. They are also able to use enclosed outdoor areas for outside play, including a playfield and playground. The playscheme runs five days a week during the summer holidays from 9.30am to 3.30pm and on Saturdays during term time from 9.30am to 12.30pm. Procedures are in place to support children with special educational needs and/or disabilities. The setting is part of a national chain of childcare provisions. Registration is for a maximum of 14 children under eight years at any one time, all of whom may be in the early years age group. There are currently 6 children on roll who are within the early years age group. Care is also offered for children up to the age of 12 years. There are currently 12 members of staff employed to work with children, of whom six hold qualifications. Volunteers also work regularly at the setting. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision promotes opportunities for children to play and have fun and contributes to them making progress in their learning and development on a Saturday morning and during the summer holiday period. Practitioners ensure all welfare requirements are successfully met to promote a quality service for children and families. Strong commitment to continuous improvement is evident as practitioners take advantage of further training opportunities, regularly evaluate practice and work cohesively as a team which ensures good awareness of what is being done well and areas for development.

What steps need to be taken to improve provision further?

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

- enhance partnership working with other Early Years Foundation Stage providers to ensure good sharing of information to meet the individual needs of children and to support their learning and development
- ensure the complaints procedure is made easily available to parents and holds the regulating body's details.

The effectiveness of leadership and management of the early years provision

Practitioners have good understanding of the procedure to safeguard children, ensuring existing injuries are recorded and concerns noted for reporting to line management and the relevant agency if required. The supervisor is the designated

member of staff at the setting to take lead responsibility and has attended additional training to support her role. All practitioners are robustly vetted through the organisation as suitable to work with children. Comprehensive risk assessment is completed for the setting, outings and for each individual child to promote safety and ensure all hazards have been identified and minimised. Security is maintained as practitioners are vigilant in monitoring visitors and have systems in place, such as high handles and secure mechanisms on gates. Practitioners are also aware of who is collecting children and have effective procedures such as a password system to ensure children remain with authorised adults. Ratios are high to ensure all children are suitably monitored and supported as they play which also contributes to their safety. Fire evacuation is practised regularly to ensure children and practitioners leave the setting swiftly and efficiently in the event of an emergency. Children have good opportunities to learn about hazards and how to keep safe. For example, they have enjoyed visits from local Police Community Officers, who talk about stranger danger issues and the importance of staying with their key persons when off-site, and also the Fire Brigade who again explain about danger awareness, how to help members of the community and how to play safely. These activities also help the children learn about the people who help us.

Strong management systems in place effectively support practitioners and communicate high expectations. As a result, the setting is well organised and the supervisor is highly motivated to building on and developing practice. She communicates highly effectively with practitioners who work well together as a team involved in planning and routinely evaluating the setting and work practice. All documentation is also in place for the safe and efficient management of the service. However, the complaints procedure is not prominent at the setting and does not hold the regulating body's details which are important for parents who may not feel confident going through internal channels. Practitioners are deployed highly effectively and spend their time purposefully engaged with the children which has a positive impact on building warm and trusting relationships and progress and learning. They provide a varied range of play resources and activities, making good use of indoor and outdoor space and continually seek children's views on what they would like to do, purchasing new resources when required. Good use is made of community resources, with children enjoying regular outings to the Pyramid Centre for swimming, soft play areas and also Marwell Zoo, for example. Strong links are also established with the school which supports the setting and has recently given permission to extend areas of access such as use of their own soft play room.

Practitioners fully recognise that the children are unique and individual and ensure that all can participate at their own level. Close liaison with parents prior to children attending ensures all behaviour and personal care requirements are suitably identified so children can play safely and have the appropriate support and care. All practitioners are aware of individual needs and so can ensure these are effectively met and each child has a key persons allocated. Observations are systematically completed and progress informs planning to build on what children know and are interested in to ensure they have sufficient challenge and enjoyment.

Comprehensive and robust self-evaluation contributes to management and

practitioners having good awareness of strengths and making realistic plans for development. Practitioners complete a varied selection of in-house training to support their work with children and young people with additional needs. There are also plans to ensure more practitioners hold suitable early years/childcare qualifications. Partnership with parents is a key strength of the organisation and the setting, with good procedures in place to regularly share information. For example, parents/carers are given verbal debriefings after each session, as well as a more detailed written account in a Home/Club Communication Book and termly reports provide information about children's behaviour, achievements and progress. Parents and carers are invited to coffee mornings and views are sought via discussion or by questionnaire to ensure the setting continues to meet individual and family needs. Parents are highly supportive of the setting and the service they receive for the care of the children. Strong links with other agencies are in place to support children, however, currently no systems are established to share progress or next steps with other Early Years Foundation Stage providers which would support development and learning.

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

Children arrive confidently and leave main carers without upset, happy to join in play and activities which evidences how they feel safe and secure at the setting. Practitioners provide activities for individual interest and choice for children, understanding what they like to do and what routines are important to help them settle. Independence is encouraged with children developing important self-care skills such as visiting the toileting area or putting on their own coats or shoes. Children have a balanced curriculum where they can enjoy mark-making and looking at books for example, exploring creativity as they play, sing and dance along to favourite CDs or use the garage and transport vehicles. They role play with dressing up and the doll's house and make excellent use of physical play resources such as the ball pit in the soft play room or using the large climbing apparatus or sports equipment on the playfield or in the playground. Sensory experiences are promoted with children exploring gloop, jelly and shaving foam for example, and activities such as decorating biscuits, regular painting and art and crafts. Children learn to problem solve completing puzzles and learn about numeracy as they count with favourite action songs and rhymes such as 'Five Little Monkeys'. As a result, children are interested and occupied either in focus activities or natural free play during their time at the setting, contributing to their enjoyment and achievement.

Healthy eating is promoted with children enjoying varied fresh fruit and savoury snacks, water and sugar free squash. At the play scheme, parents provide pack lunches which are suitably stored for freshness. Children are encouraged to learn and follow good hygiene routines, washing hands at appropriate times to maintain good health. Physical play is highly promoted for children contributing to their good behaviour and to learning how to share and take turns. As the setting is predominantly for children with additional needs, practitioners are skilled in managing challenging behaviour and use effective techniques for individual children based on understanding, need and risk assessment. Children are praised

and encouraged for effort and achievement which has a positive impact on their self-esteem and sense of belonging. Behaviour plans are used to ensure children remain safe and begin to gain an understanding of what is acceptable. They are developing good relationships with key persons and are beginning to form social skills when playing with others. A balanced curriculum promoting communication through Makaton, written and verbal means, literacy and numeracy and some technology such as the CD and DVD player contributes to children developing important skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	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	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	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

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
--	-----