

Koala Club

Inspection report for early years provision

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| Unique reference number | EY387002 |
| Inspection date | 12/01/2010 |
| Inspector | Lisa Parkes |
| Setting address | St. Nicolas C of E Primary School, Windermere Avenue, NUNEATON, Warwickshire, CV11 6HJ |
| Telephone number | 07983662898 |
| 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

Koala Club is an independent out of school club running on the site of St Nicholas Primary School in Nuneaton, Warwickshire. It is an established setting, coming under the current ownership in 2008. The club operates from a portacabin, school hall and adjoining facilities. A maximum of 48 children from four to five years may attend the setting at any one time on the Early Years Register, with places also available for children five to eight years on the compulsory and voluntary parts of the Childcare Register. The club is open each weekday from 7.45am to 08.45am and 3.15pm to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The premises is mainly accessible, with some steps.

All children attend the school during term-time, but the setting is open to other children in the holidays. The setting is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The club employs six members of staff, four of whom hold appropriate early years qualifications. The setting receives support from the local authority and has operational links with the school on whose site the setting is located.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make positive progress in their learning. Their individual needs are met as important information is gathered from their parents, enabling practitioners to understand and meet each child's personal requirements. There are some general strategies to help parents and carers support their children's learning. Children develop secure relationships with each other and are content at the setting. They are supported to participate in the activities offered by friendly and knowledgeable practitioners. Children are safe and secure and protected through a range of procedures and everyday practices. Although self-evaluation is in its infancy the manager demonstrates a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.
- involve parents in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Practitioners have an up-to-date understanding of safeguarding children issues. A written safeguarding children policy is in place and practitioners know what action to take in the event of a safeguarding issue. Practitioners takes steps to eliminate risks. For example, risk assessments are routinely conducted. In addition, practitioners help children to keep themselves safe through practising the emergency evacuation procedure and reminding them to remain seated whilst using scissors.

The manager is motivated to seek further improvement and takes action to improve the provision. For example, by implementing 'child of the week' to celebrate children's individual achievements. In addition, the setting distributes questionnaires to parents in a bid to glean their thoughts and feelings. As a result, outcomes for children are broadly satisfactory and improving. However, self-evaluation is undertaken largely by the management team without extending to other levels. The environment is safe and well cared for and the atmosphere is warm and welcoming.

Resources are good quality, fit for purpose and able to support children's learning and development. For example, toys are age and stage appropriate and capture the children's interests. Children benefit from quality interaction from practitioners, who are knowledgeable about the children in their care and intuitive of their needs. Practitioners are committed to ensuring that the needs of each child are accommodated and routinely adapt the provision to meet the needs of the children who attend. For example, by rotating resources.

Practitioners promote equality and diversity and provide a secure environment which reflects children's backgrounds and some sections of the wider community. Children have access to a range of resources which depict positive images of difference and disability and as a result they gain a positive sense of identity. Practitioners communicate well with other providers and partners involved with the children who attend. For example, by maintaining dialogue with colleagues at the school and sharing good practice. This supports children's achievements and well-being.

Practitioners form positive relationships with children's parents. They seeks and take account of the their views about important issues such as children's likes and dislikes, personal care needs and routines. There is a regular exchange of information and practitioners keep parents up-to-date about aspects of children's care and progress. However, opportunities to actively involve parents in their child's learning and development are not yet fully promoted. The manager is dedicated to her role and inspired by the children she cares for.

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

Practitioners implement a simple routine which incorporates children's personal care needs and gives a pattern to their daily lives. They provide a sufficient range of activities and experiences to meet children's needs. For example, they initiate adult-led activities such as sewing, cooking and gardening and also enable children to pursue their own interests such as experimenting with musical instruments and engaging in imaginary play. Levels of challenge are sufficient and children are busy, interested and engaged.

Observations and assessments and their use in planning are satisfactory. Children make sound progress in their learning. They are settled and willingly take part in activities. Art and craft activities are popular and children relish opportunities to use paint and glue. They use brushes, marbles, lollipop sticks and shells to express their ideas and enjoy tactile, sensory experiences. Children take pleasure singing and they all have fun as they perform the actions to 'We're going on a bear hunt'. Children adore watching popular children's films and practitioners create a cinema-style environment with carefully arranged chairs, popcorn and drinks.

Children's behaviour is managed appropriately. Children generally know how to use and care for the environment and resources, although sometimes need reminders. For example, to help tidy away toys. Practitioners help children to secure the skills they require in order to progress in their learning. For example, by intervening in their play and asking questions to extend their thinking. Children show an interest in the activities and toys on offer. They make choices about their learning and are able to self-select from a variety of resources. Children display a strong sense of belonging and good levels of self-esteem.

Children develop a sense of how to stay safe within the setting and demonstrate a sense of security and confidence due to positive interaction from practitioners. Practitioners are friendly and helpful and children are content to play and benefit from the established routine. Children form positive relationships with each other and with the adults who care for them. They negotiate and cooperate through quizzes, puzzles and competitions on the games console. Children are beginning to show a good awareness of responsibility within the setting as they clear away their cups and plates and help to prepare sandwiches.

Children show an understanding of healthy lifestyles and follow appropriate personal hygiene routines such as hand washing. They enjoy opportunities to engage in physical activities, both indoors and out. For example, playing games of netball and football, skipping, using the giant parachute and climbing the large play apparatus. Children demonstrate a positive attitude towards healthy eating as they tuck into carrot, cucumber and celery sticks, wraps and filled pitta breads. Practitioners incorporate topics about healthy eating and encourage children to try new foods. Children take pleasure making pizzas, gingerbread men and decorating biscuits. They come across new and interesting challenges and learning is fun.

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

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| 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

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| 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 | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 3 |
| 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