

# Kidz Aloud

Inspection report for early years provision

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**Unique reference number**

EY399093

**Inspection date**

09/03/2010

**Inspector**

Dianne Lynn Sadler

**Setting address**

Pearl Hyde Junior & Infant School, Dorchester Way,  
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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

Kids Aloud registered in July 2009. It operates at Pearl Hyde Primary School in Coventry. The school have designated several areas within their premises for the groups use including three classrooms, hall and outside play area.

The group is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The group is registered to care for a maximum of 60 children from two to eight years at any one time. The group is currently caring for 51 children in total, ten of whom are within the early years age group.

This group opens five days a week during term time for before and after school care and weekdays during some of the school holidays for their play scheme. There are seven staff working with the children, five of whom are qualified and one is working towards a recognised qualification. The group supports children who speak English as an additional language and children with special educational needs and/or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting secures strong relationships with parents and other providers to ensure each child's uniqueness is identified and their individual needs continuously met. This committed and motivated provision is continually evaluating their practice to ensure that children become fully involved in the setting and make good progress in a safe environment which promotes child-initiated learning. Good systems are in place to ensure the setting has an accurate understanding of the strengths and areas for improvement and effective steps are taken to make the necessary improvements. Most records support the setting's practice.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- record the name and address of every parent and career known (Documentation). 31/03/2010

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

- develop further the observations and assessments made to identify children's learning priorities towards all the early learning goals.

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

Staff demonstrate a strong understanding of safeguarding issues. Effective recruitment and vetting procedures and access to training ensure children are cared for by staff that are suitable and confident of the procedures they must follow if they were to have concerns about a child in their care. The environment, both indoors and outside, is subject to thorough risk assessments that ensure all potential hazards to children are effectively minimised. Detailed policies and procedures are in place. However, the setting does not record the name and address of every parent and carer known to them which compromises children's safety.

The setting provides a service that is inclusive for all children and their families to ensure children get the support they need to make good progress. Staff have a very good awareness of the children's individual needs and interests and provide a stimulating and welcoming environment. At the beginning of the session children help staff collect well-labelled resource boxes stored in cupboards, choosing from an extensive range of resources in very good condition. This promotes their independence and enjoyment. Children's work is displayed well on dedicated boards in the school corridor which promotes a good sense of belonging. Displays include masks made by children for Chinese New Year and a world map detailing the different countries. This promotes children's good understanding of diversity and differences.

The setting develops very strong relationships with all parents and other providers, ensuring all children are welcomed into the setting and receive continuity of care and learning. Through questionnaires parents comment on the wide experiences their children receive in a 'fun' club provided by very approachable and caring staff. Points raised by parents to further improve the setting are evaluated by the staff, recorded and answered for parents in a feedback sheet. At present, the setting is working very closely with the school, discussing their approach and making positive changes to the assessment and planning procedure.

Staff are enthusiastic and successfully combine their knowledge and skills with each other and other professionals to support children's learning well. Good systems are in place to monitor and reflect upon their practice. They have an accurate understanding of the strengths and priorities for development in order to make changes that will improve the outcomes for children. For example, to further develop children's understanding of a healthy lifestyle they are working with the school to access the allotment and grow their own produce to eat.

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

A high priority is given to successfully developing children's awareness of keeping themselves safe and healthy. Children confidently negotiate their way around the environment safely and practice the emergency evacuation plan every month at

different times. Arrangements are in place to support children's good health and minimise cross-infection are highly effective. Children benefit from eating healthy snacks which include fruit and wraps for their tea with a choice of filling such as cheese and turkey. They thoroughly enjoy physical activities and access fresh air in the outdoor play area by choice at every session.

Children's sense of well-being is fostered well by the warm and caring nature of all the staff. They particularly benefit from having a wide range of experiences that develops their independence and helps them make good decisions. For instance, they can put themselves forward to be voted in as members of the Children's Committee. As part of their role, they make decisions about how to spend money raised for the school fund and they represent the club on the school council. This significantly develops their self-esteem and confidence and helps them to consider the needs of others. All children play well together and have devised the club's rules which are displayed on the notice board and signed by all. Rules include showing respect for each other, being kind, sharing and taking turns.

Children are very well-motivated and enter the calm and relaxed setting full of enthusiasm. They are making good progress in their learning which is observed by staff and recorded in their individual observation folders. Information is successfully linked to the six areas of learning and some learning priorities are identified. However, the system is not yet fully effective in ensuring children make progress towards all the early learning goals. Children are learning to be creative and are active learners. They concentrate well whilst making Mothers Day cards. They enjoy using different materials to decorate the cards and draw flowers and make fans, using their imagination well at this time. Children develop their good communication and language skills when they confidently explain why they have brought in a toy from home at 'Show and tell' time. They speak clearly and confidently whilst other children listen quietly.

## 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