

Kidzone Cawood Out of School Club

Inspection report for early years provision

Unique reference number

EY398410

Inspection date

25/01/2010

Inspector

Christine Snowdon

Setting address

Old Boys School, Old Boys School Lane, Cawood, North
Yorkshire, YO8 3TY

Telephone number

07882 545859

Email

sngperkins@tiscali.co.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

Kidzone Cawood Out of School Club is privately owned. It opened in 2009 and operates from one room, within The Old Boys School, in the village of Cawood, near Selby. The orchard is used as an outdoor play area. It is open each weekday from 7.30am to 9am before school. On Monday, Tuesday and Wednesday, after school sessions run from 3.30pm to 6pm. Sessions on Thursday and Friday evenings finishing at 5.30pm. During school holidays and teacher training days they open from 7.30am until 5.30pm on Monday, Tuesday, Wednesday and Friday.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 32 children on roll, of which, three are within the early years age range. The owner/manager holds a level 3 qualification and there is one additional member of staff, who is currently working towards a play work qualification. Additional support staff from the local school assist with school pickups and the journey to and from the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club provides a fully inclusive environment, where all children are warmly welcomed into the setting. The shared nature of the premises presents a degree of challenge to the staff, who through effective deployment, take it all in their stride. There is a range of policies and procedures in place and most contain sufficient detail to support the safety and welfare of the children attending. Whilst there are appropriate recruitment and vetting systems in place, not all the required documentation is readily available for inspection. The club has only been operational for a short time and since registration they have made good progress, already identifying the areas and resources they wish to improve and develop. However, there is no clear system in place to monitor or evaluate the effectiveness of their practice.

What steps need to be taken to improve provision further?

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

- ensure the risk assessments cover all areas used by the children, including the designated play area and clearly state when it was carried out, by whom, date of review and any action taken following a review or accident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 25/02/2010
- keep records of the information used to assess suitability and demonstrate to Ofsted that checks have 25/02/2010

been done. Include in these records the unique reference number of the Criminal Record Bureau disclosures and the date they were obtained. (Suitability of adults) (also applies to both parts of the Childcare Register)

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

- develop self-evaluation systems in order to monitor the impact of targeted improvements on outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded, due to the settings recruitment and vetting procedures, which ensure that all staff are safe and suitable to work with children. In addition, the settings induction procedures make staff aware of health and safety issues, along with their roles and responsibilities in safeguarding children. There are some staff records on site and available for inspection. However, the numbers and dates to show evidence of when the criminal record checks were carried out are not all recorded, this is a breach of regulations. To ensure children are safely escorted to the after school club and staffing ratios are maintained, school support staff assist with the journey. In addition, all the children wear high visibility vests and walk back to the club in a safe and orderly manner. There are good security measures on site, to ensure no one enters the premises uninvited. Outer doors are locked and admittance is by staff only. There are written risk assessments in place, which sets out the identified risks and steps taken to minimise these. However, not all areas used by the children are included, such as, the toilet areas and designated outdoor play area. The journey to and from school has been risk assessed and dated, but does not state who carried it out. As a result, this regulation is not fully met.

The staff team work effectively together. They are motivated and enthusiastic in their approach. They arrive early prior to every session, to transform the large hall into a welcoming and child-orientated environment. All their policies and information files are brought out and displayed for parents at the start of the sessions, due to the constraints of the hall. Staff ensure the premises and resources are kept clean and suitably maintained. They complete a daily check sheet, to ensure all relevant tasks are completed before the children's arrival. The provider demonstrates a clear commitment to improving the outcomes for children and developing the resources. For example, the new large storage unit enables children to self-select and make independent choices in their play. If successful with their recent funding application, they are planning to provide better outdoor resources and storage. However, the provider acknowledges that they do not have a clear system in place to monitor and evaluate their own practice, or seek the views of their users, in order to establish the impact on the outcomes for children.

There are good working relationships with the parents. Staff are welcoming and

friendly in their approach. Staff share any relevant information with them verbally at arrival and collection times. Parents are encouraged to access their children's 'learning journey' folders and these are freely accessible to them. Staff explain that they encourage and welcome parent's input into these records, but as yet, none have done so. There are good systems in place to share relevant information with the school which they serve. For example, through obtaining information from the school with regards to the terms curriculum. Staff provide support and activities which promotes children's progress and continuity of learning.

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

All children present as happy, confident and settled. They clearly know the routines, taking off their outer garments on arrival and eagerly going off to their chosen activity. The happy buzz of children's voices can be heard throughout the session, as they chat to the staff and their friends about their school day and home events. Children have developed a trusting relationship with the staff and enjoy their involvement in their play and activities. Staff demonstrate that they value what the children do and say, through positive praise and encouragement. As a result, children are well behaved, share resources, take turns and demonstrate good manners. To further promote children's understanding of the settings boundaries and expectations, the staff have involved the children in writing up the club rules.

The provider/manager has a sound understanding of the Early Years Foundation Stage (EYFS) and uses this well to support children to achieve good outcomes in their learning and development. She is the key worker for the children in the EYFS age range and knows them well, demonstrating a good understanding of their individual likes and interests. Each child has their own folder, which contains written observations and assessments, enhanced through photographic evidence. Their next steps are effectively recorded and supported through the activities and resources provided. Children's interest in models and construction is encouraged and promoted, as they play with the various dragon models. They work effectively together, concentrating well and paying careful attention to the small intricate parts, as they help one another in constructing the more difficult pieces together. Children enjoy relaxing on the large bean bags, as they spend time looking at the various books which cover a wide range of subjects, including both fiction and reference books. There are good opportunities for them to draw, colour and write, or do their homework if they wish to.

Equality and diversity is promoted effectively and this is a clear strength of the setting. All children are warmly welcomed and their individual needs fully supported and met. Children eagerly take part in all the activities and there are no issues of gender or peer pressure. For example, all children thoroughly enjoy the interactive electronic games, skilfully following the on-screen dance and keep fit sequences. Adults are good role models and the well balanced team of both male and female staff actively promote children's awareness of equal opportunities, as they join in with this exceptionally popular activity. As a result, children benefit from these regular physical opportunities, promoting their good health,

coordination and concentration. Children spend time at the activity tables, where they develop their designing and creativity skills. Some prefer to use the re-cycled items to make various models using scissors, sticky tape and other resources. Others prefer the more intricate bead activity, using the special tools to select the tiny beads and fit them into place to create various patterns and designs.

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	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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability and Safety of Premises and Equipment) (Suitability to care for, or have regular contact with, children) 25/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability and Safety of Premises and Equipment) (Suitability to care for, or have regular contact with, children) 25/02/2010