

Kids Klub Burnley St James

Inspection report for early years provision

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Inspector Wendy Fitton

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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 Klub Burnley Limited provides out of school care from St James's Primary School in Burnley, Lancashire. The company is privately owned by an individual. The club re-registered in 2009 to care for 40 children under eight years. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll.

The club is open Monday to Friday before and after school, term time only. Opening hours are from 7am to 9am and 3.30pm to 6pm. Children have access to the main school hall, information and communication technology (ICT) suite, library, key stage one classrooms and suitable toilet facilities and outdoor grounds.

There are five staff working directly with the children at sessions and this includes a manager. Four staff have qualifications in childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm, welcoming, safe and stimulating environment. Systems are well organised to ensure that every child receives an enjoyable and challenging learning environment. Staff support children's development through the provision of a variety of interesting play experiences and activities that are child led according to children's own preferences and interests. There are secure partnerships established with parents and links with other providers to promote continuity of children's welfare and needs. The system for the evaluation of the quality of the provision is in place and there are challenging plans for the future to promote the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- use observations to identify children's future learning priorities and to plan relevant learning experiences linked to the areas of learning and the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded by the effective procedures in place that ensure those working with children are safe to do so and understand their roles and responsibilities. The club's safeguarding policies and procedures are effectively implemented and staff know their role and duty in keeping children safe from harm and any risks. Staff and parents access a set of policies and procedures for the safe and efficient management of the provision. Staff are suitably vetted and

cleared to work with children and are experienced and qualified in aspects of learning and welfare of children. Staff work effectively as a team and are deployed effectively according to their own interests, skills and expertise. Children's safety indoors and outside is effectively met through comprehensive risk assessments, health and safety practices and the provision of safe and suitable furniture, equipment and toys.

There are effective partnerships with parents as they are welcomed and given a friendly greeting by staff. Parents receive a welcome pack at the start of their child's placement detailing all organisational policies and procedures. Staff talk to parents at the end of each session and share any important information given from school staff. There are noticeboards for parents to view, detailing activities and information about the organisation, and newsletters are sent out to keep parents informed. Evaluation questionnaires are completed by parents and include the following comments: 'a flexible approach, everyone is helpful, I am very happy with the service'. Partnerships with teaching staff in school are well established and contribute to children's well-being and achievement. Some staff work within the school environment and so children's development and learning are consistent. Children are encouraged to have positive relationships with each other and there is a strong emphasis on friendships. All children are fully included and involved in all aspects and access the resources and facilities freely. Children respond to the positive praise and encouragement from staff.

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

Staff have a sound knowledge of the learning and development requirements. They support children's learning and development through planned activities and experiences. The planning of the learning environment covers the six areas of learning. The environment is very bright, warm, welcoming and child centred. Children enjoy construction equipment, art and craft activities, role play, and outdoor and indoor sports and team games. Children plan their own games and make decisions about which area they want to play in and what activity they would like to do. Children's development and progress are monitored through observations and assessments that are carried out by the key workers. However, the evaluation of the observations does not clearly identify children's future learning priorities or inform the planning, to assess the children as they progress towards the early learning goals. Children really enjoy themselves at the club and are confident, comfortable and settled with staff and the routines. Children ask lots of questions and staff place themselves with groups of children to support their needs.

Children have opportunities to develop social and independence skills. For example, they socialise with children in different age groups. They make their own decisions about what they want to do and where they want to play and help staff to set out the toys. Strong friendships are evident and children support and respect each other. Children feel secure and safe as they are encouraged to express themselves; they are aware of certain procedures and policies. They play creatively and imaginatively as they make tunnels and dens with different materials and

using the tables and chairs. They act out different scenarios and pretend, when they play with the small world castle and dolls. Children talk together about why things happen and show curiosity about how things work. They realise tools can be used for a purpose and they use construction materials together to build and balance. They can operate simple equipment as they use the keyboard on the organ to make music and rhythms. Children use time-related words in their conversation when they talk about tomorrow and yesterday and relate to the seasons. Children play outside in all weathers and use lots of small and large equipment to develop their physical skills. They use the parachute game, bats, balls, small bean bags and footballs. Children learn about good hygiene as they wash their hands before and after snack. They move confidently around the large spaces, negotiating steps and stairs, and keep active at all times. They enjoy a variety of healthy snacks and drinks. Children use beads and pegs to sort, classify, sequence and make patterns. They use numbers in their everyday situations, when counting plates and cups for the snack. They describe solutions to practical problems when making the tents and dens, using their own experiences, methods and choices. Children listen carefully and can follow instructions. They can talk to others in confidence and express their needs and they can initiate the conversation and ask lots of questions. They negotiate with others about what they do next and complete their own evaluation questionnaires, writing their own simple words to express themselves.

Staff are fully committed to good quality care which actively promotes the children's knowledge and understanding of safety and healthy lifestyles and develops their skills for the future, which enables children to make a positive contribution. Children feel safe in the club and understand about issues relating to safety. They are aware of the safety rules as they tidy away their toys and games and use the equipment in a safe manner. Children feel safe and secure because they are confident in the club as they approach staff and move independently and with confidence around the areas. All security and safety procedures are in place and consistent. Children learn about being healthy as staff talk to children about the importance of hand washing and the importance of fresh air and exercise to keep them fit. They learn about healthy foods and are provided with healthy options at snack time. Children's behaviour is managed effectively and in a manner appropriate for their stages of development and particular needs. They are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. There is lots of evidence of children thinking about feelings and sensitivity to others as they share, play cooperatively and help, support and include each other.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	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