

Kids Klub Burnley Rosewood

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 Club Burnley Limited provide out of school care from Rosewood Primary School in Burnley, Lancashire. The company is privately owned by an individual. The group re-registered in 2009 for 24 children aged from three years up to eight years. The group is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 51 children on roll.

The group is open Monday to Friday before and after school, term time only. Opening hours are from 8am to 9am and 3.30pm to 6pm.

Children have access to the main hall, the craft room and two classrooms in addition to the outdoor areas of the school. Toilet facilities and kitchen areas are integral to the areas where care is provided. There are five staff working directly with the children at sessions and this includes a manager. Three 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 and 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 ongoing progress and development through the provision of a variety of play experiences and activities that are child led, according to children's own preferences and interests. There are very secure partnerships established with parents and carers and strong links with other providers and professionals to promote continuity of children's welfare and needs. The system for the evaluation of the quality of the provision is effective and there are challenging plans for the future to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review and increase the available resources to ensure they extend and enhance children's learning across the six learning areas.

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 role and responsibility. The setting'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 are provided with 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 young children. Staff work effectively as a team and are involved in staff and planning meetings to maintain the smooth running of the sessions in order to meet children's needs. 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. However, the provision of toys to extend and enhance children's learning across the six learning areas is limited. The setting continues to develop and improve the facility and since the last inspection prior to re-registration, all previous recommendations have been addressed. The system for self-evaluation is ongoing and the group continue to work closely with the early years team to identify strengths and weaknesses and any actions. The group have just received a quality assurance award from their local authority.

There are good partnerships with parents as they are welcomed and given a friendly greeting by staff. Parents access the policies and procedures and are given a wealth of information through the notice boards, a newsletter and daily information sharing with staff. Parents complete evaluation questionnaires and these include the following comments, 'Parents can talk to staff daily', 'Happy with the organisation and staff', 'It's fantastic', 'My child loves attending' and 'A nice, relaxed atmosphere'. There are links with the teachers in school, childminders and early years workers to ensure continuity of care and learning. Children feel a sense of belonging as they play in the interesting environment. They are encouraged to have positive relationships with each other and older children help and support the younger children. Children work cooperatively as part of a group and strong friendships are evident. All children are fully included and involved in all aspects and access the resources and facilities freely. There are lots of notice boards to display important organisational information. Children feel a sense of belonging as their efforts and achievements are respected and acknowledged through positive praise and encouragement from staff.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning and development through well-planned activities and experiences. The planning of the learning environment is linked to the six areas of learning. However, some resources to promote all areas of learning are limited. The environment is very bright, warm, welcoming and child centred. Children enjoy playing with computer sport games, board games, physical play activities, crafts, role play and dolls. Children plan their own games and take decisions about which area they want to play in and what activity they would like to do. Staff find out about needs from parents and plan accordingly. Children's development and progress is monitored as they are observed and assessed through the Early Years Foundation Stage framework. Staff identify a future learning plan which is then included on the main group plan to target individual children. Parents are aware of what children are doing as they observe them playing and can follow the play plans on the notice boards. Parents are encouraged to make suggestions and allow

children to bring things of interest into the group. Children are well supported and encouraged and staff are good role models. They use positive language and approach children in a calm and interested manner.

Children develop their personal, social and emotional skills as they ask lots of questions and staff encourage children to make decisions and requests. Children are very confident and comfortable with the routines and rhythms of the sessions. They are polite, well mannered and very sociable. They feel good about themselves as they are praised and their achievements are acknowledged. Children become independent as they choose and prepare what they would like to have for their snack. They sit together and chat and talk about their day in school. Children concentrate and show interest and persist for some time at the various activities, and then they tidy up after themselves and store away equipment at the end of the session. Children talk about what they are trying to do and their intentions as they make a papier mache jumbo snack using paints, glue, scissors and paper. They are responsive to comments and talk about their creations and experiment with new textures. Children choose particular colours to use for a purpose, when making the big burger, cheese and chips.

They discover their outside environment when they go to the park and playgrounds, they learn about technology and how things work with magnifying glasses and torches. Children investigate construction toys and small world equipment as they join pieces together and can operate technology equipment using the television and the computer sport game. Children talk about their family and significant events and use time-related words when talking about yesterday, tomorrow and next week. They enjoy imaginative and role play activities with their friends. They feel a sense of belonging in the group and gain awareness of different cultural and religious festivals through crafts and books. Children develop their physical skills as they exercise on the sport game, use the large physical play equipment and develop their hand and eye coordination with bats, balls, hoopla and quoits. They know to avoid any dangers and show good awareness for keeping safe and secure. Children say and use numbers during all their activities and routines and can order them in familiar contexts. They use language for calculating more or less, empty and full. Children problem solve as they think about what they need to do when making their papier mache model. They listen carefully and can follow instructions and can talk to others in confidence and express their needs. Children can initiate the conversation and ask lots of questions. They write for different purposes, they form recognisable letters and use one-handed tools and equipment.

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 them to make a positive contribution. Children feel safe in the setting and understand about the issues relating to safety. They talk about feeling safe and comfortable with staff, they know to tidy up after themselves and pick up any tripping hazards. They know not to run around inside and inform staff when they are going out of the room. Children know and understand how to lead a healthy lifestyle. They exercise and access the outdoor areas on a daily basis, visit parks and local play grounds. They understand the importance of healthy foods and are provided with healthy snacks.

They know that fruit and vegetables give you lots of protein and that they need to be active to prevent illness. 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. Children talk in detail about making new friends and the importance of friendships. Children support each other through tasks and are courteous to each other. Staff are good role models; they are calm, caring and sensitive. Children know that their behaviour impacts on others, they know to be kind and caring and help younger children. They tidy up after themselves and help to put equipment away at the end of the session. Children are involved in decision making and are part of a children's forum to give responsibility for new ideas, activities or any issues to discuss.

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