

# Bali's Kids Club

Inspection report for early years provision

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**Unique reference number**

EY399574

**Inspection date**

19/01/2010

**Inspector**

Karen Cooper

**Setting address**

Maryvale Community Centre, Old Oscott Hill, Kingstanding,  
Birmingham, B44 9SR

**Telephone number**

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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

Bali's Kids Club opened in 2009 and operates from the Community Centre Building in Kingstanding, Birmingham. There is an outdoor area for children's use. The setting primarily cares for children who attend Maryvale Primary School.

The setting is open each weekday from 7.30am to 8.45am before school and 3.15pm to 6.00pm after school, Monday to Friday. The setting also operates during school holidays from 8.00am to 6.00pm and during school closures. The setting is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the setting at any one time. There is currently 35 children aged from four to 11 years on roll, of whom eight are within the early years age range. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are five members of staff employed to work with the children, all of whom hold a relevant early years qualifications to National Vocational Qualification Level 2 or 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending the setting and have formed positive relationships with staff. Children have access to a range of age-appropriate toys and resources to help them to make progress in their learning and development. Partnership with parents and links with the local school and other agencies are well established to help meet the needs of all children. Documentation is stored appropriately and generally effective although, some procedures and practices do not fully protect children's safety. Staff are beginning to identify the strengths and weaknesses of the provision to enable them to make continuous improvement.

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

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

- take reasonable steps to ensure that hazards to children indoors are minimised with particular regard to the entrance of the playroom and the kitchen (Suitable premises, environment and equipment) 02/02/2010
- ensure all documentation is available for inspection with particular regard to staff files. (Documentation) 02/02/2010

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

- develop further self-evaluation systems in order to identify the settings strengths and weaknesses
- develop further observation, planning and assessment systems to ensure children make progress towards all areas of learning.

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

Staff are aware of possible signs and symptoms of abuse and know the procedures to follow should they have a concern about a child in their care, which are shared with parents. Staff are aware of their responsibilities to keep children safe and regularly carry out written risk assessments on the indoor and outdoor of the setting. They have a good awareness of security and ensure children cannot leave the premises unsupervised, for example, a coded lock and intercom system is fitted to the entrance door of the community centre. However, the entrance to the main playroom and the kitchen is not secure to ensure children's safety is fully protected, particularly as the building is used by other adults. All staff hold an appropriate qualification and there are effective systems in place to ensure staff are suitable to work with children. However, some staff files were not available for inspection as these are stored off site therefore, as a consequence children's welfare is potentially compromised. Staff are deployed well throughout the setting to ensure ratios are maintained and effective use of space provides opportunities for children to develop their own interests.

Staff continue to reflect on the service and care provided, although systems for evaluating the quality of the provision and its impact upon children's care, learning and development is not yet sufficiently established to identify the setting's strengths and weaknesses. Staff work well together to meet the individual needs of children and the broad diversity of the staff team means that many children have the opportunity to relate to positive role models in an environment where respect for each child's background is considered and valued. Staff have formed positive relationships with parent and carers and work collaboratively with the local school and support staff to share knowledge, ensuring children's individual needs are met. Parents are kept well informed about the setting through daily discussions. Parents speak highly of the staff and feel well informed regarding their children's care and of the service provided.

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

Children have access to a variety of toys, resources and activities inside and outside, to help them make steady progress in their learning and development. The room is set out prior to the children arriving and toys are rotated on a regular basis to ensure that the children remain interested and stimulated. Staff demonstrate an appropriate knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. They group children effectively which enables them to get to know the children well. However, the use of observation and assessment systems have yet to be fully

implemented to ensure that children make sufficient progress in all areas of learning.

Children are helped to be kind, considerate and thoughtful to each other. They willingly share and take turns and there are lots of opportunities for children to play alongside each other. Staff ensure that children understand how being kind to each other prevents children from being upset and manage children's behaviour in a manner that is appropriate to each child's age and stage of development. Praise is given freely to children, ensuring that they develop confidence and self-esteem and stickers displayed on a wall chart are offered as a means of reward for good efforts and behaviour. The setting promotes inclusion for all children and has formed positive links with early year's advisors and other professionals, in supporting children with special educational needs and disabilities.

Children enter the setting enthusiastically and are happy during the time they spend there. They are keen to join in the activities, for example, they develop their physical and co-ordination skills as they use a large parachute to climb under and manoeuvre a ball over it and revel in the competition between themselves when using the table top football. Older children have opportunities to complete their home work and enjoy sharing the experience with their friends. Younger children enjoy joining in role play and dressing up in various outfits. Children learn to solve simple problems and develop reasoning from a young age to enhance their future economic well-being as they piece together puzzles and construct complex board games. Lots of opportunities are provided for children to develop their creative skills through planned and spontaneous craft activities. Children also benefit from various activities outside the setting including active sports and ball games.

Children are developing an understanding of how to stay safe; for example, they learn about fire safety and know the procedure for evacuation in an emergency, which the staff ensures is regularly practised with them. The premises are clean and staff operate a 'clean as you go' policy throughout the session. Children are offered a variety of freshly prepare meals to encourage them to learn about healthy eating. Mealtimes are treated as a social occasion when children and staff sit together to enjoy their food and each others company.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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	2

### The quality of the provision in the Early Years Foundation Stage

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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