

Boldon Community Association Out of School Club (Kidseen) and Playgroup

Inspection report for early years provision

Unique reference number	312604
Inspection date	11/03/2010
Inspector	Cathryn Parry
Setting address	New Road, Boldon Colliery, Tyne and Wear, NE35 9DZ
Telephone number	0191 5368085
Email	
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).

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

Boldon Community Association Playgroup and Out of School Club (Kidseen) is run by a committee. It was registered in 1997 and operates from rooms within Boldon Community Centre, situated in a residential area of Boldon, in South Tyneside. The playgroup is open each weekday from 9.30am to 11.30am and from 12.45pm to 2.45pm during term time. The out-of-school club opens from 3.45pm to 6pm during term time and from 8.30am to 6pm during the school holidays.

The playgroup is registered to care for a maximum of 26 children in the early years age range at any one time. There are currently 43 children attending in this age group. The out-of-school club is registered to care for a maximum of 35 children under eight years at any one time, all of whom may be in the early years age range. There are currently three children attending in this age group. The club also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. At the time of the inspection there were no children present at the out-of-school club in the early years age range. There are eight members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out-of-school club and playgroup are run by different staff and have independent policies and procedures. All staff are caring, friendly and approachable, which is conducive to children and their parents feeling welcome. A very positive attitude is demonstrated with regard to offering an inclusive service. The variety of activities provided ensures there are ample opportunities for children to make progress. Resources and facilities are being developed, as are links with other providers where children receive care and education in more than one setting. Both groups link with early years professionals from the local authority to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop opportunities for children to have daily access to an outdoor play area and resources to nurture children's information and communication technology skills in the playgroup.

The effectiveness of leadership and management of the early years provision

All staff have attended safeguarding training and demonstrate a good understanding of associated issues. Consequently, children are well-protected. Risk assessments take place daily to effectively reduce the chance of accidental injury. Children's welfare is clearly safeguarded as all staff have had suitable checks completed. Children's play opportunities are maximised through the effective organisation of space, time and resources. The managers and their staff's ongoing commitment to training has a significantly positive impact on the high quality of care provided.

Staff speak to parents after each session to ensure they are fully aware of the experiences their children have enjoyed. This enables them to continue their children's learning at home through highlighted activities. They are also actively encouraged to be involved in the groups. This has resulted in some parents of children who attend the playgroup visiting the setting to share Christmas traditions from Holland. Staff have made initial links with other providers where children receive care and education in more than one setting. However, these have not been clearly maintained, which impacts negatively on continuity and cohesion. They are all very willing to liaise with other professionals to meet children's individual needs.

The managers work with their staff to evaluate the learning and development opportunities offered. They gain feedback from parents to ensure they have a realistic picture of the service they provide. The recommendations raised at the previous inspection have been positively addressed, which has a favourable impact on children's well-being.

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

Staff in the playgroup have attended training on the Early Years Foundation Stage and implement it throughout the setting. The staff in the out-of-school club demonstrate a good understanding of the requirements. A positive and consistent approach to managing behaviour is used, which takes into account children's understanding and maturity. Staff in the out-of-school club discuss how children develop their own club rules, which encourages them to consider the consequences of their words and actions. A very good balance of child-centred and adult-led experiences ensures appropriate challenges for children's ages and stages of development. The staff demonstrate a confident approach to equal opportunities, which actively contributes to children's positive attitudes to the wider community. This is complemented with access to a wide selection of resources and activities. Children show an awareness of shape as they complete puzzles. Through discussion it is evident that children in the out-of-school club use information and communication technology to support their learning, for instance, when they access a laptop computer. However, there are few resources in the playgroup to nurture children's skills in this area. Children's communication skills

are fostered well, resulting in competent speakers and listeners. They delight in using their imagination, for instance, as they sing a lullaby to their baby doll as she goes to sleep and construct different structures with plastic bricks. A variety of creative activities including making cards for special occasions, creating fridge magnets and painting are available. This results in children being able to express themselves using different media. Their knowledge of the living world is fostered as they plant and nurture seeds. Photographic evidence shows how this was extended for the out-of-school club children as they supported a local day-care centre and Northumberland in bloom project. Staff plan activities around children's interests and capabilities. The playgroup staff have developed individual files which include observations and photographs linked to the areas of learning. These clearly show progress towards the early learning goals.

Children are safeguarded well as the rooms used by the groups are secure at all times. This is supplemented with effective procedures for adults collecting children. They are able to explore safely using clean and well-maintained resources. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. This is further promoted with visits from the fire brigade and police. Staff explain how children in the out-of-school club visit a nearby grassed area and use the gym within the centre for large physical play activities. Those in the playgroup have access to various types of equipment to support their physical development within the playroom. However, there currently is no access to an outdoor play area on the community association site, which reduces the opportunities for outdoor play on a regular basis. The flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions. Systems are in place to gather information with regard to special dietary needs to ensure children's individual requirements are met. Children are learning good personal hygiene through consistent routines and positive role-modelling. Good relationships with parents and effective procedures ensure children are cared for appropriately when ill. This reduces the risk of the spread of infection.

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	3
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
--	---

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

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: Met

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