

Brookside Kidz Club

Inspection report for early years provision

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Inspection date	19/01/2010
Inspector	Tony Anderson

Setting address	Brookside Primary School, Rostherne Avenue, Great Sutton, Ellesmere Port, CH66 2EE
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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

Brookside Kidz Club opened in 2007 and operates from the main hall of Brookside Primary School which is located in Great Sutton, Ellesmere Port. Children have access to the extensive grounds of the host school. The club is open Monday to Friday from 7.45am to 9am and from 3pm to 5.45pm during term time. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children under eight years of age may attend the setting at any one time. The club also offers care to a small number of children aged eight to 11 years. There are currently 48 children on roll at the setting, which supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently four members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2, with the majority having attained NVQ at level 3. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Although appropriate care and welfare systems are mostly in place, records show some inconsistency in the time span between recent fire drills and a minority of accident records do not include a parental signature. Observations and assessments of young children are used well to support their learning but are not always clearly linked to their next steps of development. Partnership with parents is good and positive use is made of the regular links with the host school's Early Years Foundation Stage management team to support young children's progress. Management implement satisfactory systems and procedures to evaluate the provision's strengths and areas for improvement. The capacity for improvement is therefore satisfactory.

What steps need to be taken to improve provision further?

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

- improve the effectiveness of child observations by consistently identifying and acting upon their next steps of development
- improve the setting's monitoring and evaluation of its strengths and areas for development and ensure that this leads to continuous improvement
- ensure that fire evacuation drills take place at consistently regular intervals
- ensure that parents are always invited to read and sign entries in the accident book which relate to their own children.

The effectiveness of leadership and management of the early years provision

Recruitment and appropriate vetting systems for staff are in place and are readily available for inspection. Welfare policies and procedures are mostly in place and include regular risk assessments of the site and equipment. However, parents are not consistently invited to sign entries in the accident book and records show that there is some inconsistency in the elapsed time between fire evacuation drills.

Parents are well informed about their children's progress and some are very impressed with the level of individual care and support given to their own children by the dedicated staff. The relationship with external agencies and the host school's Early Years Foundation Stage management team is good. The setting's systems of self-analysis of its strengths and areas for development are satisfactory overall and are therefore currently providing a satisfactory drive towards continuous improvement. Equality and diversity is promoted through a range of day-to-day activities and topics which help children to appreciate cultural awareness both locally and in a wider perspective. For example, some ethnic minority children attending the setting are encouraged to speak about their own special events and to explain to other children how they do things differently in their own cultures. This adds positive support to the setting's provision for inclusion. The setting's management has a satisfactory capacity for further improvement.

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

Children enjoy the wide open space of the host school's main hall which is the central hub of this provision. They show, by their friendly behaviour, that they feel happy in this setting and they demonstrate good relationships with staff and visitors. Many tuck into a healthy breakfast of cereal, fruit and toast with a choice of juice or water. Some children enjoy the challenge of a game of pool, while others utilise the large space in the hall to exercise and play a variety of games with their friends. Staff plan for children to have opportunities to use their imagination in art and craft topics and in exploration by providing dressing up clothes, a variety of board games and many outside play and sporting activities. Some games enable children to develop numeracy and counting skills, and these are further enhanced through cookery topics which allow children to gain an understanding of weight and time.

Children are encouraged to feel that they are valued members of the club. Staff take time to sit down and have a chat with them while they enjoy a healthy snack after school, and they are invited to talk about what they have done during the day. Staff consistently praise good manners and behaviour, which helps to develop children's self-esteem and confidence. They are aware of the boundaries and guidelines in order to play safely and with care. Personal hygiene is consistently promoted by all staff as children are encouraged to wash their hands before eating and after visiting the toilet.

Observations of children are used to create informal booklets that show progress over time, but there are not yet sufficient links emerging towards future planning of children's individual next steps of learning. Similarly, the use of observations to monitor young children's progress is satisfactory, but the information collected and recorded is insufficiently utilised to identify and plan towards children's next steps of development. As a result, young children make satisfactory progress overall in their learning of future skills.

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	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

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	2
The extent to which children make a positive contribution	2
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