

Hollyfield Kids Club

Inspection report for early years provision

Unique reference number	228914
Inspection date	29/01/2010
Inspector	Fiona Robinson

Setting address	Hollyfield Primary School, Hollyfield Road, Sutton Coldfield, West Midlands, B75 7SG
Telephone number	07855 761052
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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

Hollyfield Kids Club opened in 1998. It operates from a mobile classroom in the grounds of Hollyfield Primary School within Sutton Coldfield. The club primarily serves children who attend Hollyfield Junior School but the service is also open to siblings attending Hollyfield Infant School. There is disability access to the setting. The setting may care for no more than 36 children between four and under eight years at any one time. There are currently 47 children from four to under 12 years on roll. Children can attend for a variety of sessions. The setting provides for children with special educational needs and/or disabilities and children with English as an additional language. The group opens five days a week during school term time and a service may be offered on teacher training days and during the school holidays. Morning sessions are from 7.30am to 9.00am. Afternoon sessions are from 3.20pm to 6.30pm. Five full time staff work with the children. There are four qualified members of staff and a staff member who is working towards a play work qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision was judged to be good because children are well cared for in a safe and inclusive environment. They are involved in a wide range of activities and experiences and are very respectful to one another. Staff work in close partnership with parents, carers and the host school and information is shared effectively. Manager and staff have a good understanding of the setting's strengths and areas for improvement. They demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the recording of planning and assessment
- develop the use of children's self assessment in recording their achievements.

The effectiveness of leadership and management of the early years provision

Safeguarding is robust and all staff conduct regular risk assessments. Staff have a good understanding of safeguarding policies and procedures and these are fully implemented. There are rigorous systems in place for the collection of children and staff recruitment. Effective use is made of the outside play area and children use a range of equipment that is safe and suitable for their age. Fire drill registers are kept up to date and children know how to respond appropriately. The setting is

secure and staff are deployed effectively to ensure children's safety.

Partnerships with the host school are good and the setting benefits from the use of a well organised indoor environment and outdoor facilities, including the playground. Boundaries are specified and children maintain these well. Partnerships with parents are good and they say their children are confident and secure in a welcoming environment. Information is shared effectively through comprehensive newsletters and informal discussions. The notice board is interesting and informative and pictorial records illustrate children's recent activities. The manager and staff are currently developing children's assessment records and learning journeys. Staff are experienced at caring for children with special educational needs and/or disabilities and liaise regularly and effectively with parents.

The setting is well led and managed. Staff meet together regularly and are fully committed to the development of good practice. Self evaluation systems are good and used to identify strengths and areas for further improvement. Regular appraisal is carried out and staff regularly access further training to enrich their qualifications. They take the views of parents and children into consideration when identifying priorities for planning. Currently, they are developing ways of recording planning and assessment, including involving children in the self assessment and recording of their experiences. Staff work well together as a team and actively promote equality and diversity. They ensure children are fully integrated in activities and achieve well. They regularly monitor activities and good progress has been made in addressing the recommendations of the previous inspection.

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

Children are settled and happy at the before and after school club. They enjoy daily access to the outdoor environment and are well supported in their play. Adults are excellent role models and as a result, children's behaviour is outstanding and mature. They listen very well to staff and are tidy and respectful towards others.

Children's health and safety is promoted well. They are helped to develop a positive understanding of healthy foods. They enjoy the social interaction at snack time and their independent skills are developed well as they help to prepare their own snacks and pour their own drinks. They are keen to make their own fruit salads and smoothies for snack time. They have a good understanding as to how to keep themselves safe. They learn how to use equipment safely as they build model houses and helped to compile the club's rules for outdoor safety. They benefit from talks about fire safety and safety in the setting. They learn the importance of exercise and practise skills such as football, dodge ball and line skating outdoors. They especially enjoy learning to ride their scooters safely on their race track.

Children enjoy going on treasure hunts and making snowmen in the snow. They cooperate very well when playing tabletop games and computer games with their

friends. They develop their creative skills well as they make model caravans, photographic frames and realistic ice cream sundaes. Their artwork is valued by staff and is often displayed in their Art Gallery. They enjoy building dens and going on bug hunts outdoors. Festivals such as Bonfire Night, Christmas and the Chinese New Year enrich the children's experiences and they value topics such as 'Dinosaurs'. They enjoy fundraising activities, fashion shows and talent competitions and work harmoniously together. Overall, they are well prepared for their next stage in learning in this bright, inclusive club.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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