

Rickleton Kids Club

Inspection report for early years provision

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Inspection date	29/01/2010
Inspector	Nora Waugh

Setting address	Rickleton Primary School, Vigo Lane, Washington, Tyne and Wear, NE38 9EZ
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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

Rickleton Kids Club was registered in September 1998. The provision serves children attending Rickleton Primary School, except during the holidays, when it is also serves the wider community. The club operates from the annex of Rickleton Primary School, Rickleton, Washington. The club has use of the school playground and field as outdoor play areas. There are no issues that hinder access. The club provides care from 8am to 9am and from 3pm to 6pm, Monday to Friday, in school term-time and from 8am to 6pm in school holidays. A maximum of 32 children from three to eight years may attend the club at any one time. Children over eight years are also cared for. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 116 children on roll, of which, 14 are within the Early Years Foundation Stage. Children attend a variety of sessions to suit parents' working patterns. The club supports children with special educational needs and/or disabilities. There are no children attending who speak English as an additional language. There are four full-time members of staff who work directly with the children. Of these, three hold appropriate level 2 qualifications and the manager holds a level 3 qualification. Two of the staff are working to obtain level 3 qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Rickleton Kids Club provides a friendly and caring atmosphere where children can relax and enjoy themselves. Children play together happily in friendship groups and are well supported by skilled and caring practitioners. Young children are secure and settled while playing in their chosen activities. There has recently been a thorough and effective review of safeguarding systems and procedures. The recommendations identified at the last inspection have been addressed and formalised systems for self-evaluation are developing. The club shows good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop formal systems of self-evaluation and set clear measurable targets which lead to improvement
- make clear links in planning to all six areas of learning to ensure children consistently access a more varied selection of activities.

The effectiveness of leadership and management of the early years provision

Leadership and management is effective and has recently worked hard with local authority support to complete a safeguarding audit. All policies and procedures to ensure children are safe and secure have been reviewed and updated where necessary. Systems for safe recruitment and induction of staff are in place. Safeguarding, first aid, food hygiene and behaviour management training has been updated for staff where necessary. The premises used are secure and systems for signing children in from school, and out when collected by parents are good. Thorough risk assessments are in place. Children follow routines and safe practices without needing to be reminded.

Staff are well organised and friendly. Relationships at all levels are good and this contributes to children being happy and secure. Every child in the Early Years Foundation Stage has a key worker who monitors their learning and welfare. Sessions include time available for play and more organised activities, including tea. Routines are followed confidently. The environment is clean and bright, with a good range of resources. Staff are suitably qualified and ratios are met. Although leaders and managers have an accurate knowledge of strengths and areas for improvement, formal systems of self-evaluation are being developed. The provision is currently being audited against the principles of the Early Years Foundation Stage as the first step in this process.

Relationships with the host school are good and care is taken to follow the same systems as the school when possible, to provide continuity for children. Parents are welcomed and spend time seeing what their children have been doing when they come to collect. One commented that her son did not like her coming too early.

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

During term time, Rickleton Kids Club caters only for children from the school where it is based. At the end of the school day children are collected in groups from the school, signed into the club and quickly settle to their chosen play activities. A member of staff discusses with each child individually what they would like for tea. Although planning does not make clear links to all areas of learning, play activities are chosen to be relaxing but purposeful and complement the more intensive school day. However, some children tend to spend a long time at the same activity, particularly crafts or computers, and do not access the variety available. Children play in friendship groups and enjoy being with each other, the younger children benefiting from the older children acting as good role models. The atmosphere is caring and staff sensitively listen to children and include all children in making rules and routines. The 'friendship tree', where kind acts are noted, contributes to the high levels of well-being observed. Staff work alongside children, chatting and encouraging them in what they are doing.

A good range of resources are available, including writing and colouring tools,

computers and places for children to relax, read and be quiet if they choose. Staff are careful to offer a balance of activities, including time outdoors for games, a story, music, tea, as well as free play. The craft table gives children opportunities to make a variety of pictures using a range of techniques. Children have fun with staff and thoroughly enjoy helping them, for example, when one could not set up the marble run. Observations of children focus mainly on their personal and social development and are shared with the school.

Behaviour management is good and children understand and follow rules. The club welcomes and includes all children and works hard to ensure no groups dominate and that all children are valued. The range of resources and displays promote diversity. The club's sponsorship for a child living in Africa supports their understanding of differences. Children also develop an awareness of their world, as they contribute to recycling of materials. Children enjoy a healthy and balanced choice of food and most children consider tea a highlight of the session. All aspects of safety and health are covered well.

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