

# East Thurrock Kids Club

Inspection report for early years provision

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**Unique reference number** EY321319  
**Inspection date** 26/02/2010  
**Inspector** Martyn Richards

**Setting address** Stanford le Hope Children's Centre, Copland Road,  
Stanford-le-Hope, Essex, SS17 0DF  
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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).

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

East Thurrock Kids Club Limited is privately owned. It was registered in 2006 and operates from three classrooms in Stanford Children's Centre in Stanford-le-Hope, in Essex. The Centre provides a wide range of support services for children and their families. A maximum of 40 children may attend the provision at any one time. The setting is open from 7:00am to 6:45pm from Monday to Friday for 52 weeks a year, excluding bank holidays. Children attend the out of school club from 7:00am to 8:45am and from 3:15pm until 6:45pm. Children aged two to under five years may attend the pre-school sessions that are from 9:00am until 11:30am, and 12:30pm until 3:00pm. A lunch time club operates from 11:30am until 12:30pm. The holiday play scheme operates during school holidays for children aged three years to under eight years from 7:00am until 6:45pm. The setting also cares for children over the age of eight years. All children share access to a secure enclosed outdoor play area. There are currently 164 children from two to under eight years on roll, and 94 of these are in the early years age group. The club receives some funding for nursery education and children attend from the local and wider community. It supports a small number of children who have special educational needs and/or disabilities, and provides suitable access and equipment for them. It also supports a number who speak English as an additional language. The club employs 18 members of staff. Most of the staff hold appropriate early years qualifications, and several have more advanced qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance (PSLA). It has good links with neighbouring schools, and with the local authority. The club is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong and effective leadership has built a very secure and inclusive ethos for learning, in which children's individual needs are met. It has very good links with outside bodies for additional training, and for ensuring consistent and sensitive provision for children with special educational needs and/or disabilities. The club's record of improvement since its last inspection is indicative of its good capacity to continue developing in the future.

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

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

- refine the self-evaluation process in order to identify more sharply areas of club practice which could be improved
- enable children's learning activity to move more fluently between the indoor and the outdoor environments.

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

Club leaders rightly give the highest priority to ensuring children's safety. The suitability of all adults working in the club is carefully checked, and leaders are meticulous in following good practice in recruitment when new staff are appointed.

Access to the pre-school accommodation is tightly controlled, preventing intrusion or children slipping away unnoticed. The credentials of visitors are examined, and their times of arrival and departure logged. Staff and children hold frequent fire drills. Evacuation procedures are clear and exits are unimpeded. The pre-school has clear and effective procedures for circumstances in which a child might not be collected at the right time, or be collected by an unauthorised person. All staff have recent training in child protection. They can recognise indications of maltreatment, and know what to do if they are concerned.

All children enjoy full and inclusive access to the pre-school's provision. It is a happy and welcoming community where they all progress well in their development.

The leaders of the club are committed to bringing about continuous improvement. Staff have a strong record of additional training to refresh their skills, or to increase familiarity with early years learning requirements and practice. Recommendations from the last inspection have been fully implemented. A very effective Key Person scheme ensures that every child has a named adult with particular responsibility for overseeing his or her welfare and development. This has helped cement very good relations and communications with parents. The leader has worked with her team to develop a good process for self-evaluation. It paints a very detailed picture of the many strengths of the pre-school and provides some appropriate ideas for further improvement, such as improving the learning opportunities for children's spoken language, and planning to extend the age-range for admissions. However, this self-review process is new, and does not yet involve a sharp enough critique of current practice and its impact on children's progress.

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

Children make good progress in their learning and development in the pre-school, and thoroughly enjoy their time there. They feel very safe, behave calmly and maturely for their age, and get on well together. Their pleasant, easy manner, based on their strong sense of security, contributes much to the friendly ethos of the pre-school.

Staff select engaging themes for the three classes to explore, each at its own level. Themes such as St George's Day, Knights in Armour and Easter celebrations serve to link together, in a meaningful way, aspects of all required areas of early years learning and because they are interested in the activities, the children concentrate

well and make good progress.

In their planning staff balance play activities the children select for themselves, with new activities to broaden and enrich their experience. There are regular times when play activities involve sounds and numbers, establishing important early skills in these areas.

Children learn to distinguish sounds and letters, often through singing and enjoying rhymes. They know the difference between the print and the pictures in a book, and have favourite stories. Many can write or trace accurately their own name, and most have learned to hold a pencil securely. They understand 'heavier' and 'lighter' by using a balance, and can count to 10 or beyond. They have learned about the moon landing and made pictures to represent the planets. Learning about healthy eating, together with the nutritious snacks provided, helps them understand how good food keeps them well. Through outdoor play they improve skills in balancing and jumping. They show a good awareness of how to use materials to make collages or pictures, and because they exercise choices about some play activities, they become independent and self-reliant; fetching and putting away their own equipment without being asked, for example.

Activity plans include a good balance of both indoor and outdoor activities. While access to the outdoor areas is difficult for two of the classes, too few of the activities provide learning which makes imaginative use of links between both areas.

Staff make careful notes of each child's learning day-by-day, and adjust future learning activities to ensure they all make good headway in their skills and understanding. Along with photographs and parents' contributions, these observations build up each child's 'All about Me' book. These observations cumulatively provide a reliable and well-organised overview of each child's progress in the different areas of activity.

The personal, social and academic skills children develop in the pre-school will serve them well in their future education.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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

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