

Faces Kids Club Brentwood

Inspection report for early years provision

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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

Faces Kids Club Brentwood is privately owned, opening in 2002, before re-registering in both 2006 and 2009. It operates from a demountable building within the grounds of Sawyers Hall College in Brentwood, Essex. There are two rooms available for play, an office, a kitchen and quiet areas, while children have the use of playing fields and a playground. A maximum of 40 children may attend the club at any one time, which opens five days a week during school term times from 7:30am until 9:00am for the breakfast club and from 3:15pm until 6:00pm for after school care. The setting also opens from 8:30am until 6:00pm during school holidays. Children attend for a variety of sessions and the setting serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities and also children who have English as an additional language. Currently, there are 112 children, 16 of whom are within the Early Years and Foundation age range. The provision is registered by Ofsted on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The setting employs 14 staff, three staff have National Vocational Qualification (NVQ) Level 3, with six members of staff working towards the same qualification, another three staff have NVQ Level 2 and two staff have the Council for Awards in Children's Care and Education. The setting has a partnership arrangement with the local primary schools which the children attend which facilitates a good exchange of information for the care and education of the children. The setting maintains positive links with the college within the grounds and has supported students from the college for work placement programmes. A disabled ramp facilitates access for children who may have special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision at Faces Kids was judged to be good. Children's learning and development are promoted well in a caring and stimulating environment. The staff ensure the inclusion of all children, including the children with special educational needs and/or disabilities in the range of activities and use of resources. Parents and carers are confident about the quality of care and education their children receive as shown in one comment by a parent, who stated, 'it is brilliant, my child is making good progress'. The setting is well resourced and has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that planning documents specify what children are to learn and the intended learning outcomes
- ensure that assessment records are dated in order to track children's rate of

progress.

The effectiveness of leadership and management of the early years provision

The dedicated leadership and management ensure that policies are well maintained and regularly reviewed. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children. The premises are safe and are well maintained to ensure the safety of the children. Managers have recently undertaken additional safeguarding training to update their knowledge and to further protect children's safety and well-being. The setting's positive links with the Essex Project 4Children is helping to improve the quality of provision. Subsequently, self-evaluation is good. Staff's good access to training programmes and the good performance management systems assist leaders and managers in driving improvement and promoting inclusion. Partnership with others is good, for example, the setting's strong links with the nearby college facilitates children's access to the gymnasium for energetic basketball sessions which is enabling the children to develop an active lifestyle. The staff work well as a team, which ensures consistency of approach in the care and education of the children. They supervise children well during activities which promote their safety and well-being. The setting is well resourced and makes effective use of resources to promote children's learning opportunities. Resources are well organised and accessible which facilitates children's selection of appropriate resources to facilitate their learning. Promotion of equality and diversity is good. The staff work closely with parents to ensure children's specific dietary requirements are met. Positive links with external agencies assist staff in addressing the children's needs. The celebration of Chinese New Year is developing children's awareness of other cultures. Children use the outdoor environment for creative activities, games and 'mini Olympic Games'. Partnerships with parents are outstanding. The setting's strong links with parents through consultations enhance the continuity in children's learning. Planning is detailed and covers all areas of learning. Practical activities such as gardening activities help the children to develop their knowledge and understanding of natural features and the world around them. Leaders have effectively addressed the issues identified during the previous inspection.

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

The setting provides a wide range of interesting activities which sustain the children's interest. Children are happy and relaxed and have settled well into the daily routine. The indoor environment is colourful and attractive. Children's learning is promoted well through lively game sessions such as bingo. The staff actively participate during the game sessions, making learning enjoyable. Story sessions are fun with children listening with interest. Children demonstrate increasing levels of concentration and perseverance during creative sessions to make cars, snowflakes and photograph frames. Snack times are an enjoyable social event with children making choices of spreads from a wide selection and

applying them to slices of toast independently.

Children enjoy and enthusiastically undertake the range of activities provided. They confidently approach staff and respond positively to the staff members that care for them. This is evident in the lively conversations, as the high quality interactions between children and staff help to ensure a happy learning environment. Purposeful visits from the local policemen and fire officers are helping children to develop knowledge about safety and the helpful people in the community. Children have ample opportunities to make positive contributions through helping out at snack times and ringing the bell to indicate the start of story time. Children also undertake responsible roles through looking after the setting's tortoise.

The staff make ongoing assessments of children during activities and keep a record of their achievements. However, records are not regularly dated which does not facilitate the tracking of the rate of progress towards achieving the early learning goals. Behaviour is good, for example, children play well together and enjoy each other's company, which is evident in their regular role play activities. The staff support the children well during activities which assist the children in having fun as they learn. Children have consistent access to water, fruit and vegetables which promote their health and well-being and eating times are an enjoyable social event.

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	1

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

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