

Parkstone Kids Club

Inspection report for early years provision

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509977

Inspection date

02/03/2010

Inspector

Tara Street

Setting address

Riverside Community Centre, Parkstone Primary School,
Parkstone Road, Hull, North Humberside, HU6 7DE

Telephone number

01482 804312

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Parkstone Kids Club is run by a voluntary committee. It opened in 1997 and operates from two rooms within Riverside Community Centre situated in the grounds of Parkstone Primary School in Hull. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 35 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 14 years. The setting cares for children who attend the host school and operates from 7.30am to 9am and 3.15pm to 5.30pm during term time. Children from the community may attend the holiday play schemes which run from 8am to 5.30pm.

There are currently 81 children on roll. Of these 58 are under eight years and of these 13 are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, four hold an appropriate level 3 qualification in early years and/or playwork, and one holds a level 2 qualification and is currently working towards a level 3 qualification. The setting is a member of the 4Children network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and relaxed environment. Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. However, systematic observation, assessment and planning systems have not been established as required by the Early Years Foundation Stage. While the club shows satisfactory capacity to improve overall, planning for improvement, including processes of self-evaluation, are not yet fully developed. As a result some of the records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- implement systematic observation and assessments which monitor children's progress towards the early learning goals, identify next steps in learning and inform the planning process (Organisation) 02/04/2010
- ensure the safeguarding children policy includes the 05/03/2010

procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare)

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

- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- update policies and procedures to ensure they are fully in line with the statutory framework for the Early Years Foundation Stage
- develop links with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. However, their safeguarding policy is incomplete as it does not include a procedure to be followed in the event of an allegation being made against a member of staff, which is a requirement of the Early Years Foundation Stage. Staff members are appropriately qualified and deployed to provide sufficient levels of support for all the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. Most records, policies and procedures that support the setting to promote positive outcomes for children are well-maintained. However, these have not been updated to ensure they fully reflect the Early Years Foundation Stage requirements. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. Resources, including staff and the available accommodation, are deployed appropriately to help maximise children's development and happiness. Satisfactory procedures are in place to promote equality and celebrate diversity. Inclusive practice helps to ensure that all children feel welcome and valued.

The manager has an informal system in place to monitor and evaluate the provision and is aware of some of the areas for improvement. However methods for identifying weaknesses in order to implement improvements are not consistently effective because structured quality checks and self-assessments are not carried out. The recommendations made at the last inspection have been suitably addressed.

Staff form appropriate relationships with parents and carers of children. They exchange verbal information at the start and end of each session, keeping parents informed about what the children have been doing and the care they have received. They have built appropriate links with other professionals. However, links

with other settings delivering the Early Years Foundation Stage, where children also attend, have not yet been established in order to ensure a complementary curriculum and continuity of learning and care.

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

Children are happy, confident and well-settled in the setting. A suitable range of age-appropriate activities and resources are made available to children and they quickly become involved in an activity of their choice. For example, children enjoy organising cutting, sticking and colouring activities as well as games of table football. They also work effectively in groups to set up the small world play set. Staff have an appropriate understanding of the Early Years Foundation Stage, therefore, children's progress towards the early learning goals is generally supported. However, observation, assessment and planning systems have not been established as required by the Early Years Foundation Stage. This limits the setting's ability to ensure each child's needs are being met. Staff know children well and offer stable and consistent care. They model positive behaviour towards each other and children. As a result, children have positive attitudes and manage their behaviour appropriately. For example, they are very patient as they wait to take turns with the hand-held games console. Children solve problems as they take part in art activities, put games together and play with construction materials. They enjoy free access to an appropriate range of mark-making materials and enjoy drawing pictures and making lanterns and paper plate tigers for the 'Chinese friendship' wall display. They learn about the wider world through a variety of planned themes and through celebrating a range of cultural festivals throughout the year.

Children are developing an appropriate sense of safety. They know the procedure to follow in the event of an emergency and understand the safety rules as staff give clear explanations of the possible consequences. Their awareness about healthy eating is suitably promoted through planned activities and discussion. Children enjoy regular access in the outside play area. They participate in team games of basketball, practise their skipping, throwing and catching skills, and experiment with other small sports equipment.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	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	3
The extent to which children make a positive contribution	3
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

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

Met