

# Garforth Kids' Club at East Garforth

Inspection report for early years provision

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**Unique reference number**

EY308437

**Inspection date**

02/02/2010

**Inspector**

Tara Street

**Setting address**

East Garforth Primary School, Aberford Road, Garforth,  
Leeds, West Yorkshire, LS25 2HF

**Telephone number**

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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**

Garforth Kids' Club at East Garforth is one of five settings run by Garforth Kids' Club Ltd. It opened in 2005 and operates from a portacabin within the grounds of East Garforth Primary School in Leeds. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 40 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 11 years. The setting is open Monday to Friday from 7.30am to 9am and 3.15pm to 6pm, term time only.

There are currently 78 children on roll. Of these, 48 are under eight years and of these 26 are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, three of the staff hold appropriate early years and/or playwork qualifications. 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 good.

Children enjoy their time at the club because staff take time to get to know the children and provide them with fun activities that meet their interests and keep them purposefully engaged. Clear attention is given to promoting health and safety so that children's welfare is safeguarded. Close partnerships and sharing of information with parents and other early years professionals ensure children's welfare is safeguarded and that they make good progress in their learning and development. Management and staff work very well as a team and show a commitment to ongoing improvement.

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

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

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- develop the use of the outdoor area in order to fully support all areas of children's learning
- update policies and procedures to ensure they are fully in line with the Statutory Framework for the Early Years Foundation Stage
- ensure the record of regular risk assessment checks includes all the

necessary information.

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

High priority is given to keeping children safe and secure. Their welfare is safeguarded because all staff have a good understanding of the safeguarding policy and procedures and know how to take appropriate action in the event of any concerns. Robust recruitment procedures ensure only suitably vetted and skilled staff work with the children. Staff's ongoing professional development is supported through regular meetings and opportunities for training. Children's safety within the setting is promoted well as a robust system is in place with regards to security. Staff ensure nobody can enter the building without their knowledge and all visitors are requested to sign in and out. However, the record of regular safety checks does not always include all of the relevant information. Record keeping documents, policies and procedures are in place to guide staff practice, but have yet to be updated to ensure they fully reflect the Early Years Foundation Stage requirements. Staff supervise children closely, while allowing them to learn about and deal with risks as they play. The organisation of resources on low shelving and storage units enables children to help themselves to what they wish to use and this benefits their independent learning. Children also benefit from an outdoor area which is accessed daily for play and activities. While this offers some valuable opportunities, it does not yet fully support all areas of learning.

Staff build positive relationships with parents and through daily contact discuss and share information to support individual childcare needs. The notice board and regular newsletters also keep parents well informed about the club's provision for their children. Staff liaise well with other professionals to support children whose care is shared. For example, staff have good relationships with the teachers in the host school and messages are passed between them to support children's welfare, particularly for those with special educational needs and/or disabilities. This ensures that the environment and activities provided are fully inclusive. The club is a member of the early years cluster group for the area. This enables providers to share information and good practice, working together for the children within their community.

Effective management systems and good team work ensure the whole provision runs smoothly. Staff show enthusiasm for their work and show a genuine interest in what children do and say. They constantly look for ways to improve what they offer the children and are not afraid to try new ideas. Children's opinions are taken into account as they are encouraged to express their opinions about the activities provided and to make suggestions for new resources.

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

Children relish their time at the club. They enthusiastically greet staff when they enter the club and soon settle. Planning is securely based on the children's

interests and achievements and helps to guide staff in their delivery of the curriculum. However, despite identifying the next steps for each child, these are not clearly reflected within the planning process to keep a focus on children's individual and immediate learning needs. The children are empowered to make choices in their play and the staff are sensitive to their needs and allow children to take the lead. Children have good relationships with the friendly supportive staff and other children attending. The older children present have a positive impact upon the care of the younger children. They are sensitive to the needs of the younger children and happily include them in their play and conversation. The children are all very sociable and help one another.

Children are offered activities that are interesting and provide good opportunities to extend their experience and understanding of the wider world. As a result children value diversity and acknowledge that they are all different. The staff actively support this aspect of children's learning, helping them to gain valuable skills for the future. Children understand the behavioural expectations within the club and take pride in their achievements. The club has a happy atmosphere and is a place where children have fun. Staff involve the children in the planning of the activities and are good at extending children's thinking.

The children are creative; they paint and build using their own design ideas. They dress up and use a variety of props to extend their role play. Children attending are proficient with the use of information and communication technology. They use acquired skills of problem solving, reasoning and numeracy in their design ideas, construction activities and games. They enjoy writing up appointments in the role play dental surgery and act out scenarios on the phone. Children use the play cash till and learn about the value of money as they pretend to buy toothpaste.

Children enjoy playing outside and regularly participate in group skipping and hula-hoop games as well as participating in football matches. They enjoy using small sports equipment to practise their throwing and catching skills. The children also develop an understanding of how to keep themselves healthy as they wrap up warmly before going outside and learn to wash their hands before eating. They enjoy a variety of healthy meals and snacks, with considerable care being given to ensuring children's individual dietary needs are taken into account. Staff members are good role models for the children and wear appropriate clothing when preparing and serving the food. Children learn about safety through clear boundaries and explanations by staff. They learn how to prevent injuring themselves; for example, by listening to safety talks relating to art and craft tools. They show that they feel safe as they are comfortable to approach staff and to ask them to join in with an activity.

## 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	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

<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	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

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