

All Kids After School and Holiday Club

Inspection report for early years provision

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EY362733

Inspection date

21/01/2010

Inspector

Eira Gill

Setting address

Escotts Primary School, Lewes Road, East Grinstead, West
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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

All Kids Ltd out of school club has been registered since 2007. It is one of three settings run by the management of All Kids Ltd.

All three settings are owned and managed by the two providers.

The club operates from a designated room and the school hall in Escotts Primary School in East Grinstead, West Sussex and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Accommodation consists of a fairly large room that includes a kitchen area and toilet suite as well as the use of the school hall. The club is also able to use the school's computer suite, the playing fields and playground.

The club is open each weekday from 2:40pm until 6:00pm during term times and from 8:00am until 6:00pm in school holidays. A maximum of 32 children under eight years may attend the club at any one time. At present, there are 20 children on roll and, of these, seven are Early Years children.

Children attend from the host primary school and two other local primary schools. The out of school club makes provision for children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are six members of staff and the club has a pool of staff to call on when needed. The manager and one assistant have a National Vocational Qualification Level 3, and the owners have Level 2. One member of staff is a graduate. The manager and one other member of staff are studying for the Early Years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Partnerships with parents and the school on site are good and contribute to the children's confidence and security. They feel very safe. All members of staff consider each child as unique and meet the specific needs of all children well. The children thoroughly enjoy their time in the club and have the opportunity to explore a wide range of activities and resources both individually and with other children. Improvement since the last inspection has been good and the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- ensure that planning includes a wider range of activities and games to support children to be active and interactive in the outside learning environment.

The effectiveness of leadership and management of the early years provision

Self-evaluation is informal but ongoing throughout each session. Members of staff discuss what is going well and identify new activities that they believe the young children will enjoy and help them to move forward in their learning. Children are encouraged to suggest and initiate activities to include in planning and contribute well to the setting. Improvement has been good since the last inspection. Policies and procedures contain all necessary information and are available for parents to read. They meet requirements.

The supervisor has adapted the risk assessment checks in order to make them even more efficient. Security is good. Staff members are alert to any health and safety issues. They are very carefully vetted and most are on training courses or likely to be shortly. Children are very well protected. The very safe system of collection from the host school, and other schools the children attend, works efficiently. Members of staff take the opportunity to talk to teachers about what sort of a day the children have had.

Staff arrive in the setting early and organise the resources for the children very efficiently. Planning includes opportunities for the children to cook, for example, cup cakes or pizzas. Informal ongoing assessment of children's interests, and their involvement in 'tried and tested' activities, gives members of staff a good understanding of how they can make sure children have opportunities to move forward in their learning. As a result, children make good progress.

Resources and accommodation are used well to support children's learning. The outside learning areas are used every day although, sometimes, the playground is used by several school groups. On the day of the inspection it was necessary for members of staff to take time to rethink the activity they were going to organise as the playground was very busy with school activities.

All members of staff fully respect the different backgrounds and specific needs of the children. Parents are very appreciative of the care given to their children. One said, 'I feel totally confident that my child is being looked after well. She loves it here.' Links with the host school are good. The school is very generous and allows the club to use the school hall, all the outside playing facilities as well as the computer suite.

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

Children enjoy being in the club and their welfare is promoted very effectively. They are very safe. On arrival, they are given a biscuit and a drink to give them energy. The children quickly become totally involved in various activities that have been set up and play together harmoniously. They enjoyed using small whiteboards to practise writing their names while others, including older children, were building towers with a member of staff. He wanted to know how high the

children could build the tower before it collapsed in a heap. Another group enjoyed blowing through straws to move blobs of paint around a piece of art paper. One of the older boys persevered with his homework finishing a long piece of writing. He was setting a good example to the younger children. All children from different groups and backgrounds are making good progress and this will help them in the next stage of their education.

As soon as the children who are collected from other schools arrived, all the children moved outside to the playground. It took a little while to get organised but most of the children enjoyed a game where they had to hide until discovered. This was great fun! Others played football with each other or with a member of staff. It was a good opportunity for the children to run around in the fresh air and understand how to keep healthy. Relationships between staff and children are outstanding.

Children look forward to snack time in the school hall and sit at long tables after washing their hands. They enjoy a choice of four sandwich fillings, healthy drinks as well as fruit. They sit with their friends and members of staff chatting about their day. A family atmosphere is very evident. As the end of the session approached, children were collected by their parents and a small group of children of all ages played a computer game. The older children showed very caring attitudes to the younger ones helping them to use the hand held controls and showing them how to become more skilled. Two of the younger girls asked if they could select their own music to dance to in the hall. The children clearly feel very secure in the setting.

The balance of adult-led and activities chosen by children is well thought through. It is particularly noticeable that the children's ability to concentrate for long periods is first rate. Their behaviour is exemplary. They give each other plenty of support. They help to tidy up and, by doing so, make their own contribution to the club.

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

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