

Smart Kids Out of School

Inspection report for early years provision

Unique reference number 218362
Inspection date 01/03/2010
Inspector Edgar Hastings

Setting address St Michaels School, Weavers Lane, Stone, Staffordshire,
ST15 8QB
Telephone number 07970 865988
Email llesleymay@aol.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Smart Kids Out of School Club is privately owned and opened in 1997. It operates from a large classroom and hall in St Michael's Primary School in Stone, Staffordshire. The premises are accessible for adults and children who may have disabilities. A maximum of 50 children may attend the setting at any one time. It is open from Monday to Friday from 7.30am to 9.00am and from 3.30pm to 5.30pm during term time only. Children are able to attend for a variety of sessions.

There is access to a safe and secure outside play area. There are currently 56 children aged from three years to 11 years on roll. The club provides care for children attending the school and the local middle school, and supports children with special educational needs and /or disabilities. The setting is on the Early Years Register, and the voluntary and compulsory Childcare Registers. Five staff regularly work with the children and four of the staff hold suitable childcare qualifications to NVQ Level 3. The club has close links with the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision was judged to be good. The needs of the children are met and they make good progress in their learning and development. The club knows its children well and is effective in meeting their particular needs, especially those who have special educational needs and/or disabilities. The close links with the school ensures that information is shared to support children's development and to meet their welfare needs. The main issues from the previous inspection have been addressed and there is a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- update recruitment policy to include reference showing how the setting ensures prospective employees are suitable to work with children
- develop assessment procedures in order to identify next steps in learning for the children in the Early Years Foundation Stage
- develop improvement processes to identify and monitor the setting's strengths and areas for further development.

The effectiveness of leadership and management of the early years provision

The leadership and management at Smart Kids Out of School is satisfactory. The key recommendations raised at the last inspection have been addressed. The registration system now shows which children are expected to attend and on which

days, and the children's registration records now contain emergency contact details. The manager and setting supervisor meet together once a week to discuss and plan activities for the coming week. However, there are no rigorous or strategic systems, formal or informal, in place to identify the setting's strengths and areas for further development, and the process of self-evaluation has not yet been established. Staff are deployed effectively to meet children's needs and good quality resources support their learning and development needs well. The secure outdoor area provides well for children's physical development through the use of the adventure playground facilities and other good quality play equipment. The caring staff ensure they meets the needs of all children and there is good provision to support children with special educational needs and /or disabilities. The promotion of diversity is carried out effectively through weekly topics that reflect different cultural and religious festivals.

There are good safeguarding procedures in place. All staff have been trained in Child Protection and are aware of the settings procedures for reporting concerns. Each member of staff is qualified in paediatric first aid. Accidents are promptly dealt with and reported to parents appropriately. The setting provides a safe and secure environment where children feel safe and know that they are being cared for well. All staff are vetted carefully upon appointment and the relevant checks are carried out, despite the setting's recruitment policy omitting to mention how they satisfy themselves that prospective employees are suitable to work with children. Daily risk assessments are carried out and staff are vigilant in checking up on children' safety. Children learn about keeping themselves safe and using equipment carefully when advised not to walk about using scissors, for example.

Parents say their children enjoy attending the setting because of the opportunities they are given for participating in enjoyable activities, being active and being with their friends. Communication with parents is limited mainly to face to face discussions about children's welfare and progress. Weekly planning is put up on the notice board to keep parents informed about activities that their children will be participating in.

The setting is based within the primary school and so is well placed to have regular communication with the foundation stage staff to exchange information daily on matters relating to the learning or welfare of children in the Early Years Foundation Stage.

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

Children are provided with opportunities to help them make appropriate progress across the areas of learning. The setting uses the Early Years Foundation Stage framework to plan and provide an interesting selection of activities that children can choose to involve themselves in. The children are sometimes involved in the planning process through being asked for suggestions of activities they would like to have provided. Currently, the setting does not assess children's development against the early learning goals and consequently identifying the next steps in learning for children in the Early Years Foundation Stage does not happen.

Children cooperate well with each other as they engage in playing football or making up imaginary games in role-play. Fine motor and manipulative skills are promoted well through opportunities to engage in creative activities developing mark-making, colouring, and cutting and sticking. Technology skills are developed as children experience opportunities to use battery operated resources that also support their development of letters and sounds. Children's understanding of their local community and the wider world is developed as they engage in making artefacts that represent the Chinese New Year, Bonfire Night and the Nativity. Recently, as part of the Chinese New Year celebrations the children made Chinese lanterns. Staff support children's learning by joining in their games and activities to make them fun and enjoyable, and by being available to talk to individual children who choose to work alone.

The staff have ensured the setting provides a safe and secure environment through minimising risks and encouraging children to become aware of their own personal safety and that of others in the club through basic rules. Good hygiene procedures are followed and children understand the need for regular hand washing before eating and after engaging in messy activities. The promotion of healthy eating ensures the children are developing an understanding of a healthy lifestyle as they talk about which foods are good for them. Children are able to enjoy regular outdoor play when the weather is fine. Children make new friends and play together co-operatively in a mutually supportive way. Behaviour is very good and children respond very positively to instructions and advice from adults, and help to put equipment away after use. Independence is fostered well and children take responsibility for washing up their own cups and plates after snack time. Children demonstrate self-confidence as they engage adults in conversation, and their personal and social skills are developing well. These will support them well in the future as they move on through the education system.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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