

# Kidz Enterprise- Cippenham

Inspection report for early years provision

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EY229809

**Inspection date**

27/04/2010

**Inspector**

Gail Robertson

**Setting address**

Cippenham Junior School, Elmshott Lane, Cippenham,  
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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**

Kidz Enterprise, Cippenham registered in 2002 and operates from the school dining hall in a detached building situated in the grounds of Cippenham Junior School, near Slough. The setting is registered on all the registers, the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children below the age of eight years may attend the out of school activities at any one time. The group opens five days a week all year round. The breakfast club runs from 7:30am to 9am and the after school club from 3.10pm to 6pm during term time. The holiday club runs from 7.30am to 6pm during school holidays. The after school club, may occasionally open from 2pm when local schools finish early. All children share access to the school playing field and many areas within the school. At the latest inspection only the after school club was seen but evidence taken for the breakfast club and the holiday club. There are currently 153 children from four to eleven years on roll. During term-time children attend from Cippenham Infants and Junior schools. The holiday club welcomes children from these schools and the wider community. The setting supports children with special educational needs and/ or disabilities and those who speak English as an additional language. There is easy disabled access to the club and disabled facilities inside. The Out of School Club employs 18 staff of which 15 hold appropriate early years qualifications. The manager holds a diploma in Playwork and the supervisor is about to take the Foundation degree. The club enjoys strong links with the host school and adjoining school and has many links with other providers of out of school child care. The setting receives valued support from Sure Start

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The provision at Kidz Club is outstanding. Staff understand the needs of early years' children and staff strive for the best quality provision. The owner/manager has an accurate understanding of the strengths and areas for improvement and therefore the club has outstanding capacity to improve. It is a fully inclusive setting where resources are deployed effectively and efficiently to support all children. Parents really appreciate the work that is done for their children.

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

To further improve the high quality early years provision the registered person should consider:

- ensure that children have a quiet time and place where they can do their homework or read a book.

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

The leadership and management have high aspirations and consistently ensure high quality provision for all the children in their care including the early years age group. Policies and procedures are reviewed regularly and rigorously implemented by all staff. A summary of these policies is on the notice board for visitors and parents to read. Safeguarding procedures are of high quality including those that ensure all staff are suitable to work with children. Risk assessments are thorough and comprehensive. Everyone is vigilant throughout the session checking in minute detail the safety and care of the children.

The owner and staff have developed systems to monitor and evaluate the provision of the club. They know the club well through regularly reviewing and reflecting on their practice, planning activities for the children, talking to parents and club members, appraisals and outside audits such as the cluster special educational needs coordinator group. There are regular staff meetings through which the management completed the Bristol Standards evaluation forms and gained much praise for its quality. The club receives welcome support and funding from the Sure Start organisation which they have put to excellent use. The building has been upgraded to provide toilets for the disabled. It has been decorated, an outdoor canopy has been erected to allow children to play outside when it is raining and the building of a solar dome provides a quiet area.

Staff professional development has high priority and a positive impact on the quality of provision. Staff reported how much they valued being so well trained and how much they gained through the opportunity of taking various courses such as food hygiene. The staff are extremely well deployed helping children to make the right choices to support their learning and to ensure the needs and interests of all are fully met.

The partnership with parents and carers is outstanding. Parents are fully informed about their child's interests, given information from the school and what goes on in the club. Parents appreciate the care staff give to their children as one said 'Everyone here is so happy and caring'. There are excellent opportunities for parents to talk to staff about their child's development and learning when they come to collect their children at the end of their working day.

There are exceptional links with the junior and infant schools on the campus and the nursery school not far away. The club makes excellent use of the school facilities including the allotment, hall, arts room and soon the new cookery room. There are also strong links with other providers of out of school care.

All children thrive here in the care and devotion of all the adults and as one parent said 'My child doesn't want to come home if I am early!'

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

Planning for the early years children ensures that their needs and interests are being well met, so that they enjoy coming and are proud to be a club member. Staff value all their ideas and include them in the planning; they also take note of what is being learnt in the schools so their learning can be continued in the club. The key workers share information regularly and keep a good record of children's development.

Children of all ages clearly feel safe and secure because of the excellent quality of supervision and the tremendous relationships that are a key feature of the setting. Children behave exceptionally well and treat each other with kindness, respect and courtesy. Children know what is expected of them because the staff have high expectations and they are good role models for the children to follow. Staff were heard throughout the session giving well deserved praise boosting children's self esteem and confidence. A staff member said to one playing computer games 'Wow! I couldn't play Romeo that well you are brilliant at it' Everyone learns how important it is to be tolerant and the importance of sharing resources. The older children have great patience with the younger ones and were seen to help them in playing games. They gain a tremendous understanding of the wider world through the ethnic and cultural mix of the staff and club members and through celebrating events such as Chinese New Year and Christmas.

Children have a great understanding of keeping themselves safe and healthy. They know that exercise is good for them, to keep their bodies fit and healthy. Every member loves playing ball games on the field. Some children came into the building out of breath, red cheeked and panting after a rigorous game of baseball. All children have a snack on their arrival from school. The setting helps children to be independent and do things for themselves. Children were spreading toast with their favourite spread but their favourite snack they said is macaroni cheese. 'I love that and then I have fruit' said one. The fruit selection is exceptional, very well prepared and presented and available to the children throughout the session. They learn to keep themselves safe and know the procedure for fire drill and the importance of getting to the assembly point. They benefit from talks on safety and love collecting for charity. Some children get down to their homework in the club. They settle at a table and ask for help from the adults if necessary. These children complete the set piece with all the club noise going on including the radio. It is difficult for the younger children to pay their full attention to the tasks as they become easily distracted to the bustle going on around them.

Children are enthusiastic, happy, well motivated and keen to try all the activities they fancy. They enjoy a great variety of activities. The youngest children through their role play had set up a doctor's surgery and began to treat the dolls. Everyone is responsible for tidying up after themselves and they stick to the club rules which they helped to draw up. When a disagreement occurred on the playing field children were able to stand back and ask themselves had they made the right choice and immediately apologised and the game resumed. All these experiences help to prepare children for the future.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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