

Skool Kidz @ St. Marys Church Hall

Inspection report for early years provision

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EY317344

Inspection date

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Inspector

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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

Skool Kidz at St. Marys Church Hall was the first opened of several clubs owned by Skool Kidz Childcare Limited. It was registered in October 2005 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is registered to accept 26 school-age children aged under eight years at any one time. Children aged over eight years are also accepted and children with special educational needs and those for whom English is an additional language are welcome. There are currently 68 children on roll, 38 of whom are aged under eight years and 13 of these are in the early years age group.

The club is open Monday to Friday, term-time only from 3.15pm to 6.30pm. Breakfast clubs and holiday care are available at other Skool Kidz club venues. Children are collected from local schools including Bathwicke, Coombe Down, Widcombe, Bathampton and Weston All Saints Primary School. The club uses the main church hall and outdoor areas, kitchen and toilet facilities. Disabled access and toilet facilities are available.

The staff team comprises of six members who either hold qualifications in childcare or playwork or are working towards qualifications. This includes four members of staff who hold qualifications at level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club staff have embraced the Early Years Foundation Stage and provide a good range of early years experiences for the children. Outcomes for children are good and the atmosphere within the club is very happy; the children of varied ages and from different schools enjoy one another's company. An effective key person system is implemented to ensure all children are fully included. Weaknesses in respect of a couple of safeguarding matters do not have a significant impact upon the outcomes for children. The company demonstrates commitment to ongoing improvement and positive partnerships with parents and the schools children attend enhance the quality of care the children receive.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it at least once a year or more frequently where the need arises (Suitable premises, environment & equipment) 21/06/2010

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

- ensure that the designated practitioner to take lead responsibility for safeguarding children within the setting and liaising with local statutory children's services agencies attends a relevant child protection training course
- extend children's knowledge of cultures within and beyond the setting

The effectiveness of leadership and management of the early years provision

Steps taken to safeguard children's welfare are mostly effective. Staff have attended in-house child protection training that has included some local input to ensure they are familiar with Local Safeguarding Children Board procedures, however, the designated person has not completed full and up-to-date training to fulfil the role. Suitability of staff is assured through effective recruitment and vetting procedures and children are protected from those who are not vetted. The premises are generally safe although at times security is reliant upon staff supervision to ensure children do not leave unsupervised and to protect them from unwanted visitors. This is because the garden gate although bolted can easily be opened by children or adults. Risk assessment records have been maintained appropriately in the past and daily safety check lists used. However, the risk assessment record has not been reviewed annually as required and recently although premises checks are made, the checklists have not been used.

The team of staff work well together and are clear about their roles and responsibilities. Those that take on key person roles, know the children in their group well and liaise closely with their parents and school teachers to ensure consistency of care and to share information about children's interests and what they do. Parents are given information about the provision both verbally and via the company website. This includes information about the different clubs and access to holiday provision and also staff. A friendly rapport is established with parents and positive verbal feedback is given by parents. The management team work with staff to reflect upon practice and to identify areas for improvement. A formalised approach to self-evaluation is being established.

A child-centred approach is implemented and the staff ensure that they promote the learning and development requirements of the Early Years Foundation Stage and also the Playwork Principles. Children have plenty of choice in their play activities and play an active role in routine activities, such as snack preparation and tidying up. As a result, the outcomes for children are positive. It is a very sociable group where all children are welcome.

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

Children enjoy their time at the club and have fun in the company of the staff and children of different ages. They arrive back from their different schools with enthusiasm keen to start playing together. They are able to choose to play with activities set out in the hall or play out in the garden area. The activities planned

include suggestions that children make, building upon their interests and ideas. Other activities are offered so as to promote development across each of the six areas of learning within the Early Years Foundation Stage and to help children to acquire skills for the future. Examples of activities and resources set out include games, small world figures and resources, dressing up clothes and role play props, books, various construction resources, drawing and painting. Creative activities such as clay modelling and making designs with plastic pegs that with heat applied form solid objects and patterns they can keep. They paint showing their creativity and use this medium to record their ideas and experiences. The resources include books and other toys that reflect positive images of culture, ethnicity, gender and disability and activities are planned to celebrate well-known cultural and religious festivals. The children who attend the club include several who have different cultural backgrounds and whilst they are included well their cultural heritage is not valued fully.

Outdoors the children engage in ball games of football and cricket. They select resources from the sports box, make dens and play in the club tent and also initiate their own small group games. For example, in one game they put their feet in together to be counted in order to choose who will monitor the game. The monitor counts one, two, three, go and they all do handstands, demonstrating their agility, coordination and balance. The best handstand is chosen by the monitor and then they repeat the process until each of the group have a turn. They demonstrate consideration for others and resolve minor disagreements successfully for themselves. The older children present have a positive impact upon the care of the younger children. They are sensitive to their needs and happily include them in their play and conversation. Children take resources from indoors to extend their play, such as getting cushions to use in the den, chinks to create an array of pavement art and a clip board, paper and pens to use in their role play. The young children like to take on the roles of the playworkers as they take the register; they talk about the children going to different schools, count the number of children they decide are present, sign them off or mark with a cross if they decide the person they name is not present.

The children learn to keep themselves safe by following simple road safety rules during the routes back from the schools and whilst at the hall. Staff explain why particular actions should be avoided so that children understand the safety risks, for example, why they should not eat whilst walking around in case they choke. Good personal hygiene practice is promoted and children know to wash their hands before they eat and routinely do so. They eat well with a varied snack menu offered. In fine weather spontaneous outdoor picnics are enjoyed. The children select their snacks in turn, choosing from salad items, cheese, ham and bread that they butter themselves. They also have fresh fruit. This encourages children to adopt healthy lifestyles.

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	3
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