

KIDS @ St Francis Extended Clubs

Inspection report for early years provision

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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

KIDS Extended Clubs registered in 2009 and operates from St Francis School in Fareham and caters for children and young people with multiple learning difficulties and/or disabilities. It is managed by KIDS which is a charitable organisation. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to provide care for a total of 10 children under eight years.

There are currently 28 children on roll and this includes children attending the Saturday club. One child is within the early years age group. Children up to the age of 19 years may attend the provision, which offers a Saturday club during term time and after school care during school term time. The Saturday club operates from 1.30pm until 4.30pm and after school care is from 3pm until 6pm Monday to Friday.

The premises are very accessible and the children's base room is a portacabin in the grounds; children also have access to the hydrotherapy pool, sensory room, arts and crafts room, home economics room, a quiet room and hall within the school premises. There is access to extensive grounds for outdoor play.

Five practitioners are employed to work at the after school club, of whom, four have suitable qualifications. Additional practitioners are employed to work at the Saturday Club dependant of numbers of children and young people expected. They work on a minimum of 1:2 staff to child ratios with a 1:1 ratio whenever this is required.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners demonstrate caring and positive attitudes and offer good support to enable all children in their care to make as much progress as possible given their abilities and starting points. No formal system has been implemented to evaluate practice or to identify the settings strengths and areas for development. However, as a team the practitioners are motivated and enthusiastic. They have clear aims and ideas and demonstrate the capacity to maintain and make continuous improvement. Effective partnerships with parents and carers means that they are aware of each child's individual needs and are able to promote all aspects of children's welfare with success. The manager and staff are keen to develop links with the school to ensure shared information is used effectively to support learning.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of the learning and development requirements to enable children's learning to be fully promoted
- develop effective partnership working with other Early Years Foundation Stage providers to ensure that consistency with children's learning and progression is achieved
- encourage a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the practitioners are aware of their duty to protect those being cared for. Senior practitioners have attended advanced child protection training and a safeguarding policy informs staff and parents. Effective risk assessment systems are in place to ensure the safety of the children as they play and practitioners complete daily checks of the premises. Effective employment systems are in place and all practitioners are appropriately vetted through the organisation to ensure they are suitable to work with the children. The company ethos and vision is shared with the practitioners at the beginning of their employment. They complete some e-learning induction before they start and then continue until all modules are completed.

Practitioners value the children as individuals and are focused on promoting children's welfare and helping them to make as much progress as possible given their starting points and individual abilities. There is a common sense of purpose between the practitioners and they offer sensitive support to the children at all times. They work closely with parents and carers to meet every child's needs and effective friendly working relationships are evident. Home visits take place prior to admission and this helps to reassure parents as information is shared in a familiar environment and this ensures continuity of care is maintained.

The learning environment is fully inclusive, accessible, safe, and extremely well adapted to meet individual needs. Staffing levels and ratios are very child focused and allow staff to offer additional support to enable all children to take part in all activities. Practitioners have regular meetings to discuss issues to ensure they understand their role in supporting each child's learning and development. Effective inter-agency links enable the practitioners to successfully solve any problems that may arise with the children. Partnerships with the school are being developed, and the manager is aware of the benefits of sharing information to ensure continuity of care.

The manager has a clear understanding of the benefits of self-evaluation and reflective practice, however, no formal system has yet been implemented. Appraisals and inductions take place and these identify most training needs. Professional development is ongoing with staff attending additional care training, for example, they attend manual handling training to ensure that they can safely move children. They have, however, yet to attend any Early Years Foundation Stage training.

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

Children are well supported and stimulated by their key staff and begin to settle to the new environment. Practitioners understand what the children can do and provide activities to support. For example, sensory areas such as the soft play provide children with learning opportunities through sight, sound and touch. Practitioners effectively promote personal, social and emotional development and offer each child the support they need. They use a range of communication methods, including picture cards and Makaton to inform children about routines and different activities. Staff are sensitive to children's slightest responses and this means that they are fully aware of when children want to participate.

Children's key workers have a good understanding of the abilities of those in their care and plan accordingly. They make regular observations and written notes are shared with the parents. Children feel secure as they have a familiar key worker who has a clear understanding of their needs. All practitioners are briefed on the needs of every child, so that all children are appropriately supported.

Children are encouraged as much as possible to achieve some level of independence in self-care when able. Practitioners gently and sensitively tend to those unable to meet their own needs. Children benefit from the use of a variety of rooms and outside areas which provide a range of experiences. For example, they can relax in the ball pit enjoying the close contact with their key person or go out into the garden to enjoy the wind blowing in their hair and show enjoyment when being walked around the grounds benefiting from being out in the fresh air. Children's dietary needs are met as parents provide meals as children have a variety of different dietary needs. Individual feeding plans and routines are met in line with parental requests.

The setting caters for children with additional needs and the practitioners are skilled in managing challenging behaviour and use effective techniques for the individual child based on their needs. Practitioners are dedicated and caring and ensure that all children are able to be part of the group and are encouraged to attempt activities regardless of their limitations. Practitioners explain simple safety procedures to the children at their level of understanding. However, they are fully aware of their responsibilities to care for all the children in an emergency and effective systems are in place.

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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3
The extent to which children develop skills for the future	3

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