

Kids Club Cabin

Inspection report for early years provision

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314686

Inspection date

27/05/2010

Inspector

Tara Street

Setting address

North Ferriby C of E School Grounds, Church Road, North
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Telephone number

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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 Club Cabin is run by a voluntary management committee. It opened in 1996 and operates from a self-contained building in the grounds of North Ferriby Church of England Primary School in North Humberside. There are no issues which may hinder access to the premises. The children have access to a secure enclosed outdoor play area. A maximum of 35 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday during term time from 7.45am to 9am and from 3.30pm to 6pm and during school holidays from 7.45am to 6pm.

There are currently 115 children on roll, of whom, 70 are under eight years and of these 15 are within the Early Years Foundation Stage. The setting is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. There are three members of staff, including the manager, who work directly with the children. Of these, two hold an appropriate Level 3 qualification in early years and/or playwork. The setting is a member of the '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are cared for in a warm and relaxed environment. Staff meet each child's individual developmental needs well and promote most aspects of their welfare and learning successfully. The children are treated as individuals and staff use the information they obtain from parents and carers as they plan for, and meet, their interests. While the club shows a satisfactory capacity to improve overall, planning for improvement, including processes of self-evaluation are not yet fully developed. As a result, some of the records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare) 06/06/2010

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

- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement

- ensure records of staff suitability consistently include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained
- ensure parental signatures are consistently gained on accident and medication records to show that parents have been informed of any treatment given
- ensure planning clearly identifies how activities will promote individual children's progress towards the next steps in their development.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. However, the safeguarding policy is incomplete as it does not include a procedure to be followed in the event of an allegation being made against a member of staff which is a requirement of the Early Years Foundation Stage. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff are vetted for their suitability and undergo a sound induction process. However, records of staff suitability do not consistently include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained. Most records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. However, parental signatures are not consistently gained on accident and medication records to show parents have been informed of any treatment given to their children. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. Resources, including staff and the available accommodation, are deployed well to help maximise the children's development and happiness. Clear procedures are in place to promote equality and celebrate diversity, and inclusive practice helps to ensure that all children feel welcome and valued.

The manager and committee have started to monitor and evaluate the provision and as a result are aware of some of the areas for improvement. However, methods for identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self-assessments are not carried out systematically. The recommendations made at the last inspection have been suitably addressed.

Staff form good relationships with parents and carers of children. They exchange verbal information at the start and end of each session, keeping parents informed about what the children have been doing and the care they have received. The staff have built good links with other early years professionals, therefore ensuring children receive a complementary curriculum and continuity of learning and care.

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

The children quickly settle and soon begin to feel confident and secure in the relaxed, yet well organised, environment. They make their needs known and enjoy sharing experiences and ideas with staff, who are friendly and interested in them as individuals and put them at their ease. The children behave well, they know what is expected through familiar routines and clear explanations. Staff remind children of the rules and their views are valued when agreeing codes of conduct for a harmonious group. The children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Staff observe children as they play, using their observations to ensure that each child's needs are met. However, despite identifying next steps for each child, these are not clearly reflected within the planning process in order to keep a focus on each child's individual learning needs.

The children's activities are planned according to their own interests and preferences. They make spontaneous choices from the wide range of toys and equipment available and concentrate well on self-chosen tasks and adult-led activities. The children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. The children enjoy playing games where they take turns, work as a team and use individual skills. For example, a group of children enjoyed playing a board game and displayed a range of skills as they followed instructions and calculated the scores. The children confidently explain to others how to play and the object of the game. They use their imagination as they act out real life and imaginary situations with role play equipment and small world toys. For example, children enjoy decorating T-shirts and mugs, make summer mobiles from a range of craft materials and participate in talent contests. Their knowledge and understanding of the world around them is effectively promoted through their involvement in a range of planned activities which look at different celebrations and cultures. For example, children enjoy examining and tasting different foods related to various cultures. Staff help children to develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone. The children receive positive interaction from staff who join in their play, model expected behaviour and talk with them.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene, and learn to make healthy choices in what they eat through discussion and good examples set by adults. The children have daily opportunities for fresh air and exercise, with the choice of a good variety of equipment to help develop large muscle skills. For example, they participate in throwing and catching and enjoy playing group games of football and cricket. They learn about aspects of their own safety when they are out and about, which includes traffic awareness and safe routines for crossing roads, recognising hazards in the environment, and using equipment safely.

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	2
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	3
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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	3
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

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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