

Canterbury Kids Club

Inspection report for early years provision

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Inspection date 14/07/2010
Inspector Julie Morrison

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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

Canterbury Kids Club is privately owned and managed. It opened in 2009 and operates from a classroom within Finchale Primary School, Durham, where children also have use of the hall, library, outdoor play areas and adjoining kitchen. A maximum of 16 children under eight years of age may attend the club at any one time. The club is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are currently 49 children on roll, of which four are in the Early Years Foundation Stage. There were no children in the early years age range present at the time of inspection. The club opens weekdays from 7.45am to 8.55am and 3.25pm to 5.55pm term time only. There are two members of staff, including the manager, who work directly with the children and who hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The out of school club provides a relaxed and friendly environment where all children are included. They provide a suitable range of activities which cover most areas of learning. Staff have a developing knowledge of the Early Years Foundation Stage and are currently introducing systems to observe and assess children's progress towards the early learning goals. Effective systems are in place to gather information from parents and other providers of the Early Years Foundation Stage, however, systems to use this to inform planning have not yet been established. The club has worked hard to address the actions raised at the previous inspection, and they are working closely with early years advisors to develop their practice. However, systems to effectively monitor and evaluate the setting are in their infancy. As a result, the manager, who is relatively new to the setting, is not fully aware of all areas for development.

What steps need to be taken to improve provision further?

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

- plan and resource a challenging environment which supports and extends specific areas of children's learning, including resources to increase children's awareness of diversity
- develop planning to take into account information gained from talking to children, their parents, other providers of the Early Years Foundation Stage and observations
- develop further systems for monitoring and evaluating practice, to ensure that all staff and management are aware of strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Children's safety is appropriately promoted as staff have a suitable understanding of their legal responsibilities regarding child protection issues. All of the documentation required to promote the effective management of the setting is in place. For example, the complaints policy is shared with parents, and the certificate of registration and public liability insurance are clearly displayed for parents to view. Appropriate recruitment systems are in place, which means that staff are qualified and have had relevant checks to ensure their suitability to work with children. Children are kept safe at the setting as staff do daily checks of the available space and maintain close supervision of the children at all times. This is supported by a record of risk assessments.

Staff and directors have worked hard to address the actions raised at the previous inspection. They have worked closely with their early years adviser and this has resulted in improved procedures for planning activities and all documentation being available for inspection. This helps to promote outcomes for children. However, the manager is relatively new to her post, and although a business plan has been put in place by the board of directors, the manager is not confident about areas for development. This does not effectively foster a culture of continuous improvement. The school and club are currently in the process of moving to new premises, where the club will benefit from dedicated space. However, this has an impact on the current deployment of resources as most have been packed for moving. As a result, a limited range of resources were available during inspection for children to self-select from.

Suitable procedures are in place to work with parents. Important information is clearly displayed for parents to see and newsletters inform them about relevant policies and procedures. Staff keep parents up-to-date about their child's care and activities through regular verbal feedback. Effective systems have been introduced to share information with the school. The key worker obtains information about children's individual learning and talks to teachers on a regular basis. This helps to keep her informed about children's progress. No children with special educational needs and/or disabilities currently attend the setting, however, the staff demonstrate a positive attitude towards working with parents to ensure that children's individual needs are met.

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

The familiar routines and the relaxed environment contribute to children feeling secure and at ease. Older children approach staff confidently and join in happily with activities. Staff describe how they encourage children's number skills through games and every day activities. A suitable range of books are available for children to access and staff explain that children like to look at these independently or staff sit and read with them. Staff help to promote children's communication skills as they talk to them about their day, and children confidently make choices about

what they want to do. Staff are warm and friendly, and fully engage in play with the older children, for example, they play noughts and crosses and join in enthusiastically with skipping competitions. Staff describe how children are beginning to learn about the natural world, for example, they go for walks to collect leaves and look for mini-beasts in the sensory garden. They have some opportunities to begin to learn about diversity as they take part in planned activities such as celebrating the Chinese New Year. However, generally resources to promote children's awareness of diversity are limited.

Staff are developing their understanding of the Early Years Foundation Stage. They have introduced a key worker system and individual files are in place for each child. Although these are in their infancy, they do include good information from parents and teachers about children's interests and areas for possible development. However, although staff are beginning to plan activities, these are not based on the information gained from parents and teachers or identified next steps to ensure that children's individual learning needs are met.

Children benefit from regular opportunities to be physical and get fresh air. For example, they enjoy playing in the school yard with footballs, hula hoops and skipping ropes. Their good health is appropriately supported as staff implement appropriate routines, such as washing hands before snack. They are beginning to learn the importance of a healthy diet as they enjoy snacks of fresh fruit, make fruit kebabs and try a new fruit each week. Reminders for children to be careful outside, along with practising fire drills, help children to begin to learn about keeping themselves safe. All documentation to support children's welfare, for example, medication and accident forms, are in place and up-to-date. Staff demonstrate a suitable understanding of appropriate behaviour management techniques. This includes discussion with the children and encouraging older children to act as a positive role model for younger children.

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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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

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