

Kid Co

Inspection report for early years provision

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Inspector

Gill Walley

Setting address

Walsgrave C of E Primary School, School House Lane,
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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).

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

Kidco opened in 2004 and operates from various classrooms and associated facilities within Walsgrave Church of England Primary School, Coventry. A maximum of 40 children may attend at any one time. The facility is open each weekday from Monday to Friday. The setting is open for all day care, and sessions include a breakfast club from 7:45am until 8:50am, lunch club from 11:20am until 12:45pm and an after school club from 3:15pm until 6:00pm. All children share access to a secure enclosed outdoor play area. Holiday care is also provided.

There are currently 50 children aged from three to eight years on roll. Children come from the local and surrounding areas and children attend the school. The facility supports children with special educational needs and who speak English as an additional language.

The setting employs five staff. Currently one member of staff holds an appropriate early years qualification. The manager and one member of staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children make outstanding progress at Kidco. The club is inclusive and meets their needs extremely well. The manager and her team review the provision constantly to identify what they might adapt. Since the club has moved into new premises which do not need to be shared with the school the staff have been able to improve the provision in many respects. The staff update their skills by attending a very wide range of training courses and they apply this new knowledge very well, for example in keeping the children safe and in understanding how best to support children who are learning English as an additional language. Consequently the club has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- reinforce children's independent learning about letters, words and numbers by providing more resources and toys in the classroom and outdoors.

The effectiveness of leadership and management of the early years provision

The children feel completely safe because the adults take excellent care of them and are extremely vigilant, for example they do not let the children play outside until they are sure the school gates are locked. The manager has an evacuation

plan and organises frequent fire drills so that all children and staff know what to do in an emergency. There are checks throughout the premises before every session to reduce the risk of an accident, and toys and other equipment are also checked regularly. If a child needs to be given medicine or has an accident details are recorded and signed by parents, and most staff have first aid qualifications. They can refer easily to information about children who have allergies and the manager monitors incidents and accidents carefully to identify any trends. All staff are appropriately vetted and trained to ensure that children are safe. Visitors sign in and wear identity badges and all doors and gates are kept locked. When children start coming to the club the manager asks parents for extremely detailed information and is meticulous in her record keeping because the physical and emotional well being of the children is of utmost importance to all the adults who work with them.

The manager and her team are very experienced and work very well together so that all children interact with all adults besides their own key person. There have been significant improvements since the last inspection report, for example the children are now much more involved in deciding what they would like to do. Most of the staff work in the primary school and consequently they know the children's needs very well and can ensure that they provide the best support for them. They make very good use of specialist support from the local authority to help children who have additional needs so that they make excellent progress, particularly in their social and communication skills. One of the club's key strengths is the way it works closely with the primary school so that the children have consistent expectations throughout the day and are always with adults who know them very well. This helps the children and their families. The children have home-school-club books which is an excellent method of sharing important information, for example if a child has an accident in school the child's teacher can share this with parents with the help of the after school club staff.

The club has an outstanding partnership with parents who speak extremely highly of the way it is led and how happy their children are when they attend. The manager evaluates the provision in response to parents' needs, for example she has changed the opening times and she runs the club on days when the school is closed. The manager uses frequent questionnaires because she welcomes their suggestions, for example about activities their children would enjoy. They can see the policies and procedures at any time and they talk informally to staff at dropping off and collection times. Parents can find out about menus and what is happening from a notice board and newsletters. They can look at their children's scrapbooks which are delightful records of their achievements in all areas of learning including observations made by staff of particular milestones in their development, and photos. The staff meet regularly to discuss ways of including activities the children have chosen in their planning so that the children make very good progress, and they use their observations to show them precisely what opportunities each child needs next in order to move on.

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

The children behave extremely well because the staff have consistently high expectations of them, they speak gently to the children and praise them for making the right choices. The children have negotiated their own rules and these are displayed to remind them, for example, to listen to one another. The atmosphere is exceptionally calm and this helps the children to feel happy and relaxed. They enjoy the wide range of activities they can choose from and play well together, sharing toys and concentrating very well, for example with puzzles and construction kits. The adults are good role models for the children and they encourage them to solve problems and develop new skills. The children are confident even if they were shy when they started coming to the club, and the older children take some responsibility for supporting the younger ones very well, for example by reading them stories and playing games with them. If parents request it the adults will hear their children read and supervise them while they do their homework. The children can choose to play in the classroom or the school hall, or outside on the playground or school field. They develop good physical skills, for example throwing and catching balls, and they enjoy learning circus skills and looking after some chickens. The children are growing sunflowers and are interested in growing vegetables. Indoors they particularly like dressing up, they develop very good creative skills through a wide variety of activities and they make very good progress in knowing how to use computers. The staff are very concerned about internet safety so the children and parents are asked to sign an agreement about safe internet use. The children are very proud of their classroom and enjoy displaying their pictures on the walls. Equipment is stored tidily and the children can reach the toys they want to play with. The classroom is bright and comfortable. However the children cannot reinforce their learning by seeing letters, words and numbers in the classroom or outdoors.

The children learn about different cultures through talking about different countries and tasting foods, and they have made an 'Around the World' display. They often enjoy breakfasts of foods eaten in different countries, and this also helps children who speak little English to feel they belong to the club and have a contribution to make. The children learn about the importance of a healthy lifestyle because they eat healthy snacks, they can drink water when they wish to and they have exciting opportunities to prepare food, for example to make smoothies and to ice cakes, and to prepare sandwiches for their picnics. They can explain when and why they need to wash their hands. Meal times are sociable occasions, and on fine days the children can eat their breakfast or tea in an attractive outdoor courtyard.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

Outcomes for children in the Early Years Foundation Stage	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