

Grange Kids Club

Inspection report for early years provision

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Inspector Andrea Paulson

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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

Grange Kid's Club was registered in 2003 and operates from Grange-over-Sands Primary School. The club has use of the main entrance, the school hall, the library, classrooms one and two and the computer room, and also has use of the outdoor play area, toilets and the kitchen. It serves children from the local area.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 24 children under eight years, all of whom may be in the early years age group. There are currently 20 children from four to 11 years on roll. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities. It opens five days a week during school term time. Sessions are from 3.15pm until 6pm. A holiday play scheme is also provided during school holidays and runs from 8.30am until 5.30pm. There are two full time and three part time members of staff working with the children. Over half of the staff have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides an inclusive and welcoming environment where all children are happy and enjoy attending. Children's safety and welfare are given high priority, with policies and procedures in place and implemented effectively. Management, staff and committee members have a clear vision of how to develop the club and make further improvements through the generally sound system for self-evaluation. As a result, there is a good capacity to maintain continuous improvement. Staff have a good understanding of the Early Years Foundation Stage and know the children well to ensure that children's learning and development needs are met. Effective working relationships with the school and the parents are mostly established to promote continuity of care and learning for all children.

What steps need to be taken to improve provision further?

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

- develop self-evaluation to further inform plans for future improvement
- establish systems to ensure the regular sharing of information between the school and the club to further promote continuity of children's learning and welfare.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to the robust policies and procedures in place. The committee and management ensure that all staff are vetted to confirm their overall suitability to work with children. Staff fully understand their responsibilities to safeguard children's welfare, and all documentation necessary for the safe management of the club is well organised and kept updated. The security measures in place are consistently implemented to keep children safe, with staff being vigilant in carrying out safety checks. For instance, staff thoroughly check the indoor and outdoor premises for any hazards. Daily checklists and written risk assessments are in place.

The manager and staff are well qualified, experienced and show much motivation and enthusiasm. They work closely to provide an interesting range of experiences and maximise spontaneous events, such as arranging additional fun outdoor activities in the good weather. The management has a clear vision of how to further develop the club. Recommendations from the previous inspection have been implemented, and audits have been carried out recently to inform and support plans for improvement. Staff have completed training to further extend their knowledge and skills, resulting in better outcomes for the children. The club has started to develop the system for self-evaluation, but written plans were not available at the time of the inspection. The recording systems for delivering the Early Years Foundation Stage are currently being reviewed as part of the plans for further improvement. Equality and diversity are promoted and the club values each individual and teaches tolerance.

Good working relationships with parents and the school are established. For instance, the club has use of the school classroom and facilities, along with the wonderful outdoor area. The links with the school, parents and carers, and the club are strong. However, systems are not yet fully in place to further promote the continuity of children's learning and welfare by regularly sharing their progress and experiences. Useful information is made available to parents and much informal conversation takes place when children are collected. Feedback from parents and carers is highly positive, with comments about how hard the staff work to provide interesting activities, how much fun the children have, and how much the staff care about the children's welfare.

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

Staff members have a secure knowledge of the Early Years Foundation Stage which they use to achieve good outcomes for each child. They use observations of children's achievements to provide support and more challenge as appropriate. Staff know each child well and use this knowledge to ensure individual progress. The staff and children have a fun, relaxed and respectful relationship. The interaction is confident and trusting, with children able to settle quickly. They enjoy each other's company, which is apparent when they all join in activities. Children

feel valued as they make their own club rules. The happy atmosphere and lots of chatter amongst the children illustrate the positive relationships, promoting their personal and social development.

Children choose activities freely and independently, with staff building on their interests, such as encouraging their imaginations through their own devised game of 'aliens' during outdoor play. They show good communication skills and confidently make their needs and ideas known. Children take great pride in showing their work, such as the individual books they made about their Chinese year of birth and about making peppermint creams as one of their favourite activities. These activities help to promote their awareness of the wider world. Children's understanding of letters and writing for a purpose is enhanced through much labelling in the club. They learn to listen and concentrate as they play the 'mushroom' game outdoors. A variety of board games are available to promote counting skills and number recognition in a fun way. Children match playing cards and try to recall matching cards in a memory game.

The promotion of children's health is strong, with much physical activity in the extensive and imaginative outdoor play area. Children thoroughly enjoy outdoor play, with the adventure playground, wildlife area, natural shelter of the trees and the natural environment, such as tree stump stools. They develop a good awareness of healthy foods through choosing their own weekly menu of snacks, such as cereals, cheese and biscuits. This awareness is reinforced as they name teams after fruit during outdoor play. Children also develop good coordination skills and strength during their outdoor games. They know to keep themselves safe through the regular practise of fire drills and by being careful to run into a space when playing the parachute game to avoid bumping into each other.

Children's skills for the future are promoted well as they grow in confidence, are well supported in their learning and become increasingly aware of computers, including the use of wireless technology. They have much fun with the staff and each other in sharing many enjoyable activities within a safe, stimulating and well organised environment.

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	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