

West End Kids Club

Inspection report for early years provision

Unique reference number	312379
Inspection date	20/07/2010
Inspector	Jane Shaw
Setting address	West End Primary School, Balmoral Drive, Denton, Tameside, M34 2JX
Telephone number	0161 336 3409
Email	jeanette.horsfall@dentonwestend.tameside.sch-uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

West End Kids Club is privately owned and managed. It registered in 2000 and operates from within Denton West End Primary School in Tameside, Greater Manchester. The club have exclusive use of a port-a-cabin, early years classrooms and secure enclosed outdoor play spaces. The setting operates Monday to Friday from 8am to 9am and 3.15pm to 5.30pm during term time only.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children under eight years may attend the setting at any one time, all of whom may be within the early years age range. The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. There are currently 92 children on roll, of these 40 are under eight years and of these, 21 are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club serves Denton West End Primary School.

There are eight members of staff, one of whom holds a degree in Early Childhood Studies, two of whom have qualifications to level 4, and three who have qualifications to level 3. The manager is currently undertaking a level 5 management qualification. The setting receives support from the local authority and is a member of the '4Children' Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

West End Kids Club provides a fully inclusive and very welcoming environment. Staff know all the children very well and as a result their individual needs are extremely well met and they make excellent progress towards the early learning goals. Children's care, welfare, learning and development are very well promoted because of the excellent staff teamwork and their knowledge of each child's individual needs and abilities. Partnerships with parents and carers are very positive and support children's placements extremely well. Excellent communication with early years professionals within the school complements the delivery of the Early Years Foundation Stage. The registered individual has implemented robust systems for self-evaluation and is very clear about the club's strengths and areas for improvement, demonstrating the setting's strong capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- ensure all staff are have a clear understanding of their roles and responsibilities in implementing the safeguarding children policies and

- procedures
- review the safeguarding children policy to ensure it fully includes the procedure to be followed in the event of an allegation being made against a member of staff.

The effectiveness of leadership and management of the early years provision

Secure recruitment and vetting procedures are in place to ensure the suitability of all staff working with the children. Clear safeguarding, uncollected and missing child policies and procedures are in place to protect children's welfare. However, some staff are unclear regarding their roles and responsibilities in implementing some of these procedures. All required records are appropriately maintained to promote the safe and efficient management of the out-of-school club. However, the safeguarding children policy requires minor amendments to ensure it fully includes the procedure to be followed in the event of an allegation being made against a member of staff. A high ratio of qualified staff are employed within the club. They demonstrate high levels of commitment to their ongoing professional development and enhancing their skills and knowledge through regular updates and training. Systems to promote children's safety are in place, including safe practices, risk assessments and daily checks of the areas used. Children are also encouraged to develop an understanding of their own safety and are reminded about the safe use of tools and equipment.

Staff have an excellent knowledge of the Early Years Foundation Stage and are committed to ensuring that children continue to learn through high quality play opportunities. All staff contribute to undertaking observations of children's development and these feed into the school's development recording system. These detailed observations are used very effectively to plan further activities and opportunities. The manager has completed an extensive self-evaluation process and as a result has clearly identified the setting's strengths and areas for improvement. The successful implementation of the recommendations set at the last inspection show the club's excellent capacity to continually improve and drive ambition forward.

Excellent partnerships with parents and carers are in place. They have access to detailed information about the setting and what it has to offer their children, both through club information and the school as whole. Parents and carers spoken to at the time of the inspection confirm that they are very happy with the club and what it offers their children in terms of care and education, and they very much value the service. They feel their children are very safe and extremely well cared for and have access to a range of opportunities and experiences and time to have fun and relax. Staff obtain relevant information about the children's starting points, abilities, interests, likes and dislikes, enabling them to plan appropriate care, activities and opportunities. Outstanding systems for liaising closely with other early years professionals within the school significantly enhance children's learning and development and show the club's commitment to the care, education and welfare of the children.

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

Staff have an outstanding knowledge and understanding about how children learn and develop. They provide children with access to an extensive variety of activities where they are able to learn through play. As a result, children make excellent progress in their learning and development. Children arrive happy and eager to participate in the opportunities on offer, or to continue with activities and games they are involved in within other aspects of the school environment. Resources are excellent, both in terms of equipment, the environment and staffing. Planning includes some adult-led activities such as craft, but planning is flexible and centred around children's interests, choices and continuous provision. Staff know the children extremely well. For example, they plan and set out some resources to support those children who are less confident about making decisions about their play. Children are able to move freely between the indoor and outdoor environments. Staff undertake observations, showing the links with the areas of learning. Staff talk daily and communicate during sessions, discussing observations and children's achievements. In addition, phase meetings with all early years professionals involved in the care and education of children ensures high levels of consistency to approach.

Children have very good levels of independence as they select activities, use the bathroom and independently access drinks. Children's behaviour is excellent; they show care and consideration for one another as they play together during activities. Snack times are social occasions where children from different classes and age groups sit together and chat about their day at school and other things that interest them. Children confidently make decisions about their play and therefore are becoming active learners. Children communicate effectively as they negotiate and make suggestions during their play, for example, during group board games. Children have many opportunities to make marks using an extensive range of arts, crafts and collage resources and have access to books for quiet reading. Children use technological resources, for example, they confidently use computers, DVD players and games consoles. They have access to a variety of construction materials and enjoy building models.

Children enjoy a variety of physical play opportunities, for example, joining in with throwing, catching and balancing activities. Their imaginary skills are well developed, for example, as they sit quietly as a small group, creating their own unique and individually creative artwork. All children have equal access to all opportunities and resources and as a result inclusion is positively promoted through the planning of inclusive play. Children make a positive contribution to the club through making decisions about activities, by the use of a suggestions box and by contributing to regular children's questionnaires. These opportunities clearly support the development of children's skills for the future.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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