



## **Kids In Bloom @ Malvern School**

Inspection report for early years provision

**Unique Reference Number** EY312887  
**Inspection date** 13 February 2006  
**Inspector** Chris Scully

**Setting Address** Malvern Primary School, Willoughby Road, Broadgreen,  
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**Type of inspection** Childcare  
**Type of care** Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Kids In Bloom @ Malvern School is one of four day care settings managed by the Kids In Bloom organisation. It operates from 4 rooms in Malvern Primary School. It is situated on a large residential estate in the Broadgreen area of the City of Liverpool. A maximum of 40 children may attend the out of school club at any one time. The club is open each weekday from 08.00 to 09.00 and from 15.00 to 18.00, term time only. All children share access to a secure enclosed outdoor play area. The club offers places to children from 3 to 11 years who attend the school.

There are currently 12 children aged 4 to 8 years on roll with an additional 12 children aged up to 11 years. The setting supports children with special educational needs and for whom English is an additional language.

The club employs four staff. Of these, three staff, including the manager, hold an appropriate early years qualification. One member of staff is working towards an additional qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a generally healthy and clean environment. Children develop an understanding of good hygienic practices, as staff encourage them to wash their hands before snack and after using the toilet. Clear systems are in place for the recording of accidents and administering medication. Children's accidents are dealt with appropriately as several staff hold first aid certificates. Children's health and welfare is promoted well by the effective implementation of the sick children policy. Staff use spontaneous discussions from children well to highlight good hygiene practices and health issues, for example, talking about visiting the dentist, brushing their teeth and food options.

Children enjoy a range of physical activities within the hall, although, this time can be limited due to other groups also accessing this area. All children are keen to engage in games, such as, football, skipping and parachutes. Children are supportive of one another and clearly describe the rules of the game to enable others to become involved, for instance, in skipping games when to jump in. This means children are able to test and further develop their physical control through fun, play and learning experiences.

Children enjoy a range of mainly healthy snacks, which include a range of sandwiches, wraps, noodles and some fruit. They are encouraged to help prepare their snack where possible. Children occasionally have treats, such as, crisps or chocolate on film nights. The setting shares kitchen and refrigeration facilities, however, not all food is correctly stored within the fridge, which poses risk of cross contamination. This means children's health and well-being is not supported. Staff are keen to share healthy eating ideas with the children through discussions and practical activities, for example, making fruit kebabs. Children have a choice of drinks, which include milk shakes, fresh orange or apple juice. Children are not able to independently access fresh drinking water, although, this is provided on request by staff.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children have access to several rooms within the building, although, at times their availability is limited due to other clubs using the area or cleaning taking place.

Children move confidently between the areas to access various activities. However, their safety is compromised by the storage of electrical equipment in some areas, for example the portable cooker, television and overhead projectors. Children's safety is further hampered by their access to some cleaning sprays, the caretaker's office and trailing wire in the hall. Cleaning systems are in place through the school, however, these are not organised so as to reduce any disruption to children.

Effective entry systems are in place to maintain children's safety from unknown persons. This is well supported by the mobile bell to alert staff of parents' arrival and password systems for the collection of children in an emergency. Children learn aspects of safety through discussions with the staff about how to sit correctly on chairs and not to climb. Staff give clear explanations to children as to why they must stop what they are doing and the possible outcome for them, for instance, they would hurt themselves.

Children have access to a range of quality resources games and equipment, which are suitable for their ages and stages of development. All resources are set out by staff as children arrive. Children are confident to self select their activities from those provided and often encourage others to join in with them. However, children's access to additional resources is limited due to the location of the store room, although, some are vocal in their desire for specific items, which are provided by the staff.

The setting has clear procedures in place to protect children from harm, which are understood by staff. Staff are fully aware of their responsibilities and further action that may need to be taken. This is supported by the detailed child protection policy, which helps to safeguard children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and settled at the setting. They enter the room confidently and are eager to meet their friends. They are confident to ask questions and to request additional resources, such as, play dough or to going to the hall for football. They are keen to identify what visitors are doing and engage them in conversations.

Children state they are very happy at the setting, 'it's fun'. They are secure to voice their opinions on how they perceive the setting can be improved. This includes more desserts, bikes rides around the playground and Spanish lessons. Staff take note of these and discuss the possibility of addressing some of the issues in the future. This successfully enhances the children's confidence and self-esteem. Older children provide good support to younger children, for instance, they help them to create snakes and other animals out of play dough.

They have a very positive relationship with the staff who spend time talking, listening and playing with the children. Staff value the children's opinions, for instance they ensure a democratic vote is undertaken with regards to the film to be watched and other activities provided. Children are keen to engage staff and visitors in their play, such as, turning the rope for skipping games and making cards for Valentines day. They talk excitedly about making a card for mum and signing it from her favourite pop

star.

Children are involved in a range of purposeful and fun, play opportunities that actively engage their interests. This is supported by the planning systems implemented by staff, who effectively use information from the children and their parents to plan activities. Children talk fondly about their family, friends and what they did at the weekend. Children have a good sense of belonging and are proud of their achievements, which they eagerly share with others.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff have a sound knowledge of the children in their care, which enables them to provide a suitable range of activities to engage their interest. Children learn about the wider world through planned activities and are keen to discuss the recent celebration of the Chinese New Year and wish each other happy new year in Chinese. Staff are confident to discuss issues with the children to enable them to have a positive attitude to others.

All children are fully included and are able to participate in the activities provided. They share resources well and understand the need for set times on specific activities, such as, games consoles. Children are supportive of one another, they freely offer advice as to how to reach the next level on computer games or when to jump in on skipping games.

Children are well behaved and respond well to staff's requests. Staff are positive role models who speak calmly and clearly to children. Staff consistently apply the setting's rules which means children feel secure and know what is expected of them. Children feel at home at the setting and are confident to relax in the staff's presence, for instance, when watching the film several children curled up on cushions and removed their shoes and socks.

Parents are provided with adequate information about the setting and the care their child receives. Information sourced from parents is used well to meet the children's individual needs. This means children are cared for in line with their parents wishes. Parents have stated they are pleased with the care their children are given, that children are very happy at the setting and enjoy attending.

### **Organisation**

The organisation is inadequate.

Children are happy and settled at the setting and enjoy the company of others. They become engaged in a selection of self chosen activities. They are well supported by qualified staff who spend time talking, listening and interacting with the children. Children enjoy conversing with staff and frequently engage them in playful banter.

The provider has a sound knowledge of the National Standards, policies, procedures and children's records which contribute to their well-being are in place. However, staff

records are not available for inspection. The registration system is ineffective as it does not record the actual times of arrival and departure of the children and is not made available for inspection. This means children's safety is jeopardised. Induction and recruitment systems are reasonable, with staff aware of their individual roles. However, children's safety is compromised by the lack of positive action taken to reduce hazards around the setting. Overall, the needs of the children attending are not met.

### Improvements since the last inspection

Not applicable.

### Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure an accurate daily record of children's attendance, which shows their hours of attendance is maintained and staff records are available for inspection
- ensure all areas used by children are safe and free from hazards.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)