



## Kare 4 Kids

Inspection report for early years provision

**Unique Reference Number** EY310356

**Inspection date** 04 April 2006

**Inspector** Victoria Gail Halliwell

**Setting Address** 17th Bolton Scout Hall, Markland Hill, Heaton, Bolton, BL1 5EJ

**Telephone number** 01204 849 193 or 07932 650 787

**E-mail**

**Registered person** Kare 4 Kids Ltd

**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 good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Kare 4 Kids, Markland Hill out of school club is operated by Kare 4 Kids Limited. It opened in 1988 and was reregistered in 2005 to reflect a change in company status. The group operate from premises which they hire from the scout movement. A maximum of 60 children may attend the setting at any one time. The setting is open from 07.45 until 09.00 and again from 15.30 until 18.00 during term time. Holiday care is available from 08:00 until 18:00. Children have access to an enclosed outdoor play area.

There are currently 81 children on roll of these 37 are under 8 years. The setting

takes and collects children from five local schools. The setting employs 8 staff. Three of the staff, including the manager and deputy hold appropriate qualifications. Two staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are learning about the importance of personal hygiene through established daily practices. They are aware of routine procedures, such as washing their hands before snacks and after toileting although such practices are not consistently monitored by staff. Arrangements for hand drying pose a possible risk of cross infection. Attention to cleanliness throughout the building is generally satisfactory, staff ensure key areas, such as food preparation surfaces and the toilets are cleaned before each session. Exclusion policies are in place which help to prevent the spread of infection and maintain children's good health.

Staff implement good practices in relation to food handling and preparation. For example, wearing aprons and using tongs to serve food. Children enjoy a simple snack after school which is served 'buffet style'. A choice of sandwiches, for example cheese, spread, jam or chocolate fillings are available followed by a choice of biscuits. Although well organised, snack time is rather boisterous and very much an essential part of the evening rather than a relaxing social experience. However, children are comfortable with the routine and chat happily to their friends about their plans for the evenings.

Children have very good opportunities to play outdoors and enjoy physical activities. The outdoor area is continually available. A wide range of age appropriate activities, such as football, cricket, skipping and tennis help children develop a good sense of control and coordination over their bodies.

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

The provision is satisfactory.

Children are individually greeted as they arrive at the settings breakfast club and when they are collected from school. They have a strong sense of belonging which is evident as they enter the building after school. Children quickly discard their coats and prepare themselves for snack. They move around confidently making meaningful choices about what they eat, drink and how they spend their time. Staff provide a wide range of interesting activities and promote a happy and relaxed atmosphere within the setting, which detracts from the worn and tired appearance of the building.

Some good systems have been established to help keep children safe, such as routine inspections, risk assessments and the monitoring of accident records. Appropriate action is taken to minimise the risk of accidental injury once a potential hazard is identified. However, some staff have failed to maintain procedures which keep the children safe for example, failing to store cleaning materials securely. Very

good systems are in place to ensure the safe collection of children from school. Children are familiar with the procedure and through discussions and explanations are becoming increasingly aware of road safety.

Children's welfare is safeguarded. Designated staff have a clear understanding of their role and responsibility in relation to child protection. Routine internal briefings and staff training ensures staff are aware of signs and symptoms of possible abuse and their duty to report concerns.

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

The provision is good.

Children are happy, confident and motivated. They are well supported by staff who encourage them to make their own choices by providing a wide range of accessible play materials and resources. The main hall is a hive of activity as children move around confidently, selecting their own play materials, or settling down to complete a planned creative activity, such as making an Easter basket. Children are secure and know that their achievements are valued, they confidently leave completed 'bead' pictures with staff so they can 'iron them' overnight ready for collection the next day. Staff are skilled facilitators who value children's ideas and activities. For example, as children begin to move tables and chairs staff enquire positively about their actions and oversee the movement of furniture so children can spontaneously present their 'play'.

Many children have formed very good relationships with staff and peers within the group. They openly laugh and share jokes with one another. Some children who are preparing to leave spoke openly about feeling sad to be leaving. Good systems are in place to ensure children are taken and collected from school by a consistent carer. This consistency enables key staff to provide additional support to children who have experienced difficulties. For example, settling in school.

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

The provision is good.

Children are valued as individuals. Staff are positive role models who are interested in the children's lifestyles and beliefs. For example, children who are celebrating Diwali at home are encouraged to share their experiences with others within the group. Staff liaise with parents to find out about celebrations and festivals, so they can plan meaningful activities. Children benefit from both male and female role models within the group who share responsibilities equally regardless of gender.

Children are well behaved. Staff have realistic expectations of children's behaviour and ensure they are interested and stimulated by the activities available to avoid unwanted behaviour. They are sensitive to issues that may arise for school age children and ensure they are available to listen to children and offer support. Good behaviour is routinely praised. Children are aware of acceptable behaviour within the group, as a result of clear and consistent boundaries.

Partnerships with parents are very good. Parents value the service provided and mutually respectful relationships are evident. Staff liaise well with both schools and parents to maintain the flow of communication. This is especially beneficial during difficult periods. For example, when a child is unsettled at school or concerned about bullying. Details of the setting's policies and procedures, for example, complaints, discipline and the exclusion of children who are unwell are routinely shared with parents.

## **Organisation**

The organisation is good.

This is a busy setting which effectively implements established procedures to ensure a high number of children are safely escorted to and from five local schools on a daily basis. Detailed systems ensure children's attendance is clearly recorded and staff whereabouts are known at all times. For example, if undertaking a late collection for a child who has attended an after school activity at their own school.

Staff have clearly defined roles and responsibilities which ensure all routine duties, such as food preparation, serving and cleaning tasks are undertaken with minimum impact on the children. Staff are well deployed and move freely to ensure all children are supervised, as a result staff are always on hand to provide assistance or join in with children activities. Attention to staff training and development is good. New staff are assessed through a 'buddy' system which enables experienced staff to offer advice and support until new staff are competent to undertake their duties alone.

All required documentation is maintained. Policies and procedures are well implemented to promote the children's welfare and development. Overall, the setting meets the needs of the children who attend.

## **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 good. The registered person meets 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 further the registered person should take account of the following recommendation(s):

- review and improve cleaning and maintenance schedules to ensure the premises are clean and well maintained at all times
- improve facilities for children who wish to rest and relax in comfort after school
- review the risk assessment and take appropriate action to minimise any hazards identified
- improve facilities for children's hand drying to minimise the risk of cross contamination

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)