

Kids Kabin (St Marie's)

Inspection report for early years provision

Unique reference number

EY411100

Inspection date

20/10/2010

Inspector

Jane Hughes

Setting address

St. Maries RC Primary School, Fulwood Road, SHEFFIELD,
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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

St Marie's After School Club was registered in April 2010. The club is owned and managed by Kids Kabin, a partnership who run four other after school clubs in Sheffield. The club serves children who attend St Marie's Catholic Primary School and children have access to the school hall, associated facilities, and outdoor play spaces. The club is open from 3pm to 6pm, Monday to Friday during term time only. A maximum of 30 children under eight years may attend the club at any one time. The club offers after school care to children aged four to 11 years.

There are currently 64 children on roll. Of these, 29 are under eight years and, of these, 12 are within the Early Years Foundation Stage. The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work with the children on either a full or part time basis. Both managers hold a National Vocational Qualification (NVQ) at Level 3. The coordinator holds an NVQ at Level 4, while another staff member holds an NVQ at Level 2. One staff member is working towards an appropriate early years qualification at Level 3 while another is working towards an appropriate early years qualification at Level 2. The club receives support from the 'Out Of School Network'.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff establish a welcoming environment for children who feel well cared for and safe. Parents value the care their children enjoy and the supportive relationships staff build with parents and children. Staff have regard to children's individual needs and create a purposeful, inclusive and enjoyable environment where children are able to relax at the end of the school day. They develop a good understanding of how to live healthily, independently and safely. Self-evaluation is at a very early stage of development and is not yet effective in enabling the setting to identify strengths and weaknesses. However, the setting runs smoothly and the leadership demonstrates sound capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop reflective and evaluative practice to enable all involved in the setting to feed into self-evaluation and informed discussion to identify the setting's strengths and priorities.

The effectiveness of leadership and management of the early years provision

Secure recruitment and vetting procedures assure the suitability of adults to work with children. Staff hold appropriate early years qualifications and are aware of the procedures to follow if they have concerns about children in their care. The detailed induction programme for staff records these procedures clearly. A comprehensive risk assessment of the provision as well as regular checks ensure safety for all.

The leadership and management have a clear view of what they want to achieve. They recognise that self-evaluation is relatively new as the club becomes more firmly established. Although staff meet regularly to discuss what is working well and where improvements could be made, it is not possible to determine a positive impact of provision on outcomes for children at this early stage in the club's history.

Staff establish positive relationships with parents and carers who say that the transition to new ownership has been successfully managed and caused little anxiety to their children. They declare themselves well informed about policy, procedure and expectation, saying that 'the children thoroughly enjoy their time here'. The host school supports the club's efforts through daily contact between staff. This supports continuity of care as key points associated with individual children's learning and development are followed up adequately. Resources support children's learning and development. Children decide for themselves what to use, both indoors and from the outdoor storage unit. This supports their independent learning and develops their skills of cooperation and negotiation. Staff work effectively as a team to meet the needs of all groups of children, including those with special educational needs and/or disabilities.

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

The club provides a satisfactory range of activities both indoors and outside to help children to make sound progress in all areas of learning. They develop confidence as they interact positively with one another and learn to negotiate as they choose their preferred activities and equipment. They chat happily to each other and engage in a range of activities including drawing, writing, crafts and board games. Children behave well and show respect for others. Importantly, adults give children the opportunity to relax after a busy day in school.

Staff ensure that children follow hygienic practices such as washing their hands before eating. Children talk about the healthy snacks they enjoy at the club and list a good variety of fruits and vegetables that they regularly eat at snack time. The spacious outdoor areas enable children to play football and other games or to engage in imaginative play while running around. They have good quality resources at their disposal. From time to time, they are able to use the school computers. All these opportunities help to prepare children further for future

success. Children regularly practise what to do in an emergency and staff draw their attention to potential hazards such as not opening the outside door to anyone. They understand why registration has to be orderly, and that it is important for staff to know who is present. Each key person is aware of the individual needs of the children for whom they have responsibility, including any medical needs. This continuity helps children to feel confident and safe.

Children get on well together and say that they like coming to the club. The older children are patient with the younger ones who learn to take turns with activities such as the table football. Children choose when to participate in certain planned activities such as crafts. They sit with adults who engage them in conversations to support their communication skills while also developing cutting, sticking and pattern making techniques. Staff help to raise children's awareness of the diversity of the wider world through a planned focus on different cultures and festivals throughout the year.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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