

Club 4 Kids Childcare

Inspection report for early years provision

Unique reference number 127117
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Inspector Vicky Turner

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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).

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

Club 4 Kids Childcare opened in 1998 and operates from three rooms in the grounds of a school in Herne Bay. A maximum of 70 children may attend the setting at any one time, no more than 40 of which may be in the early years age range. The nursery and pre-school is open each weekday from 9am to 2.45pm, term time only. A holiday play scheme runs from 9am to 5pm during the school holidays. The breakfast club runs from 8am to 9am and the after school club from 3pm to 5pm during term time. All children share access to a secure enclosed outdoor play area.

There are currently 90 children attending the play scheme and 22 children aged from two to under five years on roll. Of these, 38 receive funding for early education. Children come from the local and surrounding community. The setting currently supports a number of children with special educational needs and/or disabilities. The setting employs 12 members of staff. Of these, nine hold appropriate early years qualifications. One of whom is working towards an Early Years Foundation Degree. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of provision is good. This is an inclusive setting which provides a safe and stimulating learning environment for children to learn and develop. Excellent partnership with parents and carers, and a wide range of external agencies means that children's needs are well met. The setting's self-evaluation has enabled them to acknowledge their strengths and to set priorities for improvement.

Recommendations from the previous inspection have been fully addressed, reflecting the setting's good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop systems for analysing information on children's progress in order to gain a picture of progress over time
- develop the outdoor provision to provide more varied play opportunities.

The effectiveness of leadership and management of the early years provision

The manager leads an effective team of qualified practitioners who share the vision of a sustainable high-quality childcare facility. Informal meetings at the beginning of each day, the message book and termly staff meetings, enable staff to contribute their ideas and share information. The manager is committed to staff development and staff are encouraged to update their training. Safeguarding policies, procedures and practice are outstanding so children are kept very safe. Staff are thoroughly vetted to ensure they are suitable to work with children. The premises are secure with a buzzer system and close-circuit television covering all outdoor play areas. Regular fire-evacuation procedures are conducted to ensure safe evacuation of the premises. All staff are first-aid trained and medication and accident records are meticulously maintained. Daily risk assessments are carried out to ensure a safe learning environment. The self-evaluation process, which involves all members of the community, enables the setting to identify areas for improvement. These include a new baby unit and developing the outdoor play area. The recommendations from the previous inspection have been addressed. This enhances children's care, learning and well-being.

Staff promote inclusive practices. The Special Educational Needs Coordinator ensures that children with additional needs are well supported. Children acknowledge various cultural festivals for example, Japanese Day and they visit the church to celebrate festivals, such as Easter when they participate in an Easter parade. Welcome signs, displays and the golden rules are displayed in different languages. Consequently, children have a good sense of belonging. Dolls from different countries, multicultural dressing-up clothes and role play resources from different countries enrich children's knowledge and understanding of differences. Children's dietary, medical and cultural needs are taken into consideration. A complaints procedure is readily available for parents. The setting is very well resourced with high-quality resources for all ages. Younger children choose resources from their own picture resource book. Space is used well and the after-school club have access to the school's playground and outdoor equipment. Staff are well deployed with weekly rotas which ensure adequate supervision and support to enhance children's learning experiences.

Excellent relationship with the school ensures smooth transition and continuity of care. Strong links with a wide range of external agencies means that children receive the support that they need to make progress. Parents and carers are very much involved in their children's learning and development. Termly 'Stay and Play' sessions provide opportunities for parents and carers to share in their children's experiences. They are kept well informed through daily informal chats, newsletters, the white board and the school's website. Parents' and carers' views are sought through questionnaires. Parents and carers are very pleased with the provision because their children are happy, settled and safe. They comment that staff are approachable and, 'have a natural ability for bringing the best out of these children'.

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

Children are well cared for in a new premises which is welcoming, bright and stimulating. They engage in a range of exciting free flow of activities which sustains their interests. They make good progress towards the early learning goals because staff have a good understanding of the Early Years Foundation Stage. Staff make good use of the 'Development Matters' and closely monitor children's progress, however, systems for analysing this information are not fully developed. As a result, staff do not have a clear overview of a child's progress over time. Key persons systematically observe children, identify next steps and plan activities incorporating children's interests. Each child's key folder consists of their 'Unique Story' and photographic evidence of their learning journey. This is shared with parents and carers who have an opportunity to contribute and make comments.

Children play safely and follow the golden rules. They are constantly reminded of fire evacuation procedures and learn road safety through role play. They use scissors safely and posters promote sun safety awareness. They follow visual instructions for hand washing routines with individual flannel bags to promote hand washing. Children make healthy choices from the rolling snack bar and have healthy school lunches. Older children have healthy snacks on arrival at the after-school club. The setting is well equipped with a wide selection of wheeled toys, large and small climbing equipment, tunnels which provide good opportunities for daily physical activities. However, the outdoor space is limited at present due to work in progress to develop the outdoor provision. As a result, opportunities for outdoor play are limited. Children at the after-school club have access to the school's fields and outdoor facilities. They play football and learn to roller skate.

Children are happy and have formed trusting relationships with their adults. As a result, they are particularly well behaved. Children are encouraged to be independent. They wash their own cups and plates after snacks and tidy up after activities. They have positive attitudes and are willing to participate. 'Star Bear' is taken home to share in the children's experiences which they then feedback to the group. This promotes self-esteem and provides opportunities for developing communication language and literacy. Children feed their goldfish 'Big Bob' and 'Jo' and care for two five year old tortoises 'Albert' and 'Tallulah.' Children raised money for 'Children in Need' and 'Red Nose Day'.

Circle time, role play and daily interactions, offer good opportunities for speaking and listening. Basic sign language aids communication for children with difficulties. They link letters and sounds through 'I spy' games and are beginning to recognise their names. They enjoy listening to stories and join in. Children experiment with a range of mark-making equipment both indoors and out. They develop mathematical understanding as they sing number rhymes and engage in practical counting activities. Children have access to two computers with programs to support all areas of learning. They enjoy taking photographs of their learning experiences and use a wide range of programmable toys. Visitors to the setting and visits to the post-box, the pond and the park, extend their knowledge and

understanding of the world. The well equipped sensory room provides a range of stimulating experiences for the children.

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

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	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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
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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	1
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