

Kirkham and Wesham B and A Club

Inspection report for early years provision

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Inspector	Andrea Paulson
Setting address	Kirkham and Wesham Primary School, Nelson Street, Kirkham, Preston, PR4 2JP
Telephone number	01772 682866
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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

Kirkham and Wesham B and A Club opened in 2000. The registered provider is the committee. It is situated within Kirkham and Wesham Primary School, in Kirkham. Children have access to the school hall, activity room and an enclosed outdoor play area.

A maximum of 24 children aged four to under eight years may attend the setting at any one time of whom six children are in the early years age range. The setting is open Monday to Friday from 8am to 8.45am and from 3.15pm to 5.45pm term-time only. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 25 children on roll who attend for various sessions throughout the week. The setting supports children with special education needs and/or disabilities as well as those who speak English as an additional language. There is a staff team of five who all hold appropriate qualifications, including the manager and deputy manager who have an appropriate level 3 qualification. The setting receives advice, support and training from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides an inclusive and welcoming environment where all children are happy, very much enjoy attending, and make outstanding progress in their personal and social development. Children's safety and welfare are given high priority with thorough policies and procedures in place. The managers and staff have a generally clear vision of how to develop the provision and maintain continuous improvements. Staff have a good understanding of the Early Years Foundation Stage requirements. They know the children exceptionally well as individuals so that children's learning and development needs are consistently met. Strong working relationships with the school, parents and carers are developing still further to support the continuity of care and learning for all children.

What steps need to be taken to improve provision further?

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

- develop further systems for self-evaluation in order to plan and schedule future improvements
- share children's experiences and progress more frequently with parents and carers to promote further continuity of welfare and learning.

The effectiveness of leadership and management of the early years provision

Robust policies and procedures safeguard children well and ensure that all staff are vetted to confirm their overall suitability to work with children. Staff fully understand their responsibilities to safeguard children's welfare. Well organised, up-to-date documentation ensures the safe management of the provision and consistent security measures keep children safe. Safety checklists and written risk assessments are in place.

The manager and staff are well qualified, highly experienced, and show much motivation and enthusiasm. They work together closely to provide a fun, relaxed, stimulating environment where children settle well and are fully engrossed in imaginative activities. There is a clear vision of how to develop further the provision, such as extending the opportunities for outdoor play, even though self-evaluation is not fully developed to plan and schedule future improvements. Previous recommendations have been met, so further demonstrating the ability of the club to continuously improve. Staff also work in school and know the children particularly well as individuals. They have the skills and knowledge to provide an inclusive setting where each child's individual needs are met to a high level. Staff undertake training to extend their knowledge and skills, resulting in better outcomes for children.

There are good working relationships with parents, carers and the school. The setting uses the school classroom and facilities, along with the imaginatively resourced outdoor environment. Nonetheless, systems are not fully in place to promote further the continuity of children's learning and welfare by regularly sharing their progress and experiences. Useful information is made available to parents and carers, and much informal conversation takes place as children are collected. Feedback from parents and carers is highly positive.

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

Staff use their secure knowledge of the Early Years Foundation Stage to ensure good outcomes and progress for each child. Their observations of children's achievements enable them to provide appropriate support and challenge. The happy atmosphere and lots of chatter amongst the children illustrate positive relationships and strong social skills. Children settle quickly and enjoy each other's company, which is apparent when they all join in activities. The promotion of personal and social development is outstanding. Children behave extremely well, with excellent manners. They follow the good examples set by staff in considering others. For instance, older children make sure that the younger ones can reach the snacks. Children feel valued and very much part of the club as they make their own club newsletters. Team-building games and activities boost their confidence and self-esteem.

Outstanding opportunities for children to achieve and enjoy result from high quality

activities which challenge children and stimulate their sense of adventure. They explore the outdoor garden in the dark, using torches to find bugs as part of the mini-beast topic. Children make collages out of recycled materials to illustrate the four seasons, and have their own recycling centre in the classroom for sorting materials. They are proud of their work. Such activities also promote their awareness of the wider world. Children show good communication skills and confidently make their needs and ideas known. Staff are highly skilled in encouraging children's conversation and vocabulary through much discussion. Various box games promote counting skills and number recognition in a fun way. Staff skilfully reinforce children's learning during spontaneous play.

The promotion of children's health is strong with much physical activity in the hall and outdoors. They develop good coordination and manipulation skills as they make dough and decorate biscuits. Children prepare healthy snacks with, for example, fresh peppers, cucumber, bananas and carrots. This helps to promote their awareness of the importance of healthy foods. Children learn how to keep safe through the regular practice of fire drills and by safe practices, such as being careful to fasten shoelaces so as 'not to have an accident'. They grow in confidence and become increasingly aware of information and communication technology as they develop their computer skills and effective 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	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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