

Stafford Kids Club

Inspection report for early years provision

Unique reference number EY331880
Inspection date 14/10/2010
Inspector Janet Keeling

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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

Stafford Kids Club opened to provide before and after school care in 2001 and in 2006 the setting expanded to include wrap around sessions, known as Castle Tots. Both sessions operate from Castlechurch Primary School in Stafford. The before and after school sessions make use of the facilities within the Children's Centre, whilst the nursery sessions operate from the school's nursery unit. All children have access to enclosed outdoor play areas and also access the school playground. The setting serves children and families from the local and surrounding areas.

A maximum of 32 children from two to under eight years may attend the setting at any one time. Currently there are 65 children on roll, of these, 21 children are within the early years age group. Children attend for a variety of the sessions available. The before and after school sessions run Monday to Friday from 7.45am to 9am and from 3.15pm to 6pm, during school term time. The nursery sessions run Monday to Friday from 8.45am to 3.15pm, during school term times only.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work directly with the children, of whom, five hold an appropriate early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this friendly and welcoming setting and make good progress in their learning and development. Staff offer a fully inclusive service where the uniqueness and diversity of each child is recognised and respected. Staff are motivated, work well as a team and plan and provide a range of learning experiences which largely support children's individual needs. Priority is given to safeguarding children, as effective documentation and policies are in place and risk assessments completed which are mostly thorough. Successful partnerships have been established with parents and the host school, ensuring continuity of care and education for all children. Managers and staff demonstrate a good commitment towards continuous improvement and strive to improve the learning outcomes for all children. Consequently, the setting is well placed to improve in the future.

What steps need to be taken to improve provision further?

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

- review and develop the daily risk assessment procedures to ensure they

- cover everything with which a child could come in to contact
- review and develop the assessment procedures to ensure that children's starting points are recorded and parents are further included in their child's ongoing learning.

The effectiveness of leadership and management of the early years provision

All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent and demonstrate a good understanding of their roles and responsibilities. Risk assessments are completed on the indoor and outdoor learning environments and outings. However, the daily risk assessments do not clearly demonstrate what action has been taken to minimise all identified risks to children. Staff routinely verify the identity of all visitors and have a visitors' book in place. Effective evacuation procedures are in place and staff ensure that fire drills are completed. All required documentation is in place and available for inspection. Both the nursery and the out of school environments are very welcoming and support children to make choices about their own learning and play. Staff are successfully deployed to support the children's care and well-being.

Staff are motivated and committed to improving outcomes for children and they demonstrate a positive attitude towards continuous improvement. The setting's self-evaluation system, together with parent's and children's questionnaires, helps staff to identify the group's strengths and areas for improvement. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the group and all children are welcome regardless of their background. Regular staff meetings are held which provide valuable opportunities for staff to share good practice and identify any training needs, whilst weekly meetings are held in the nursery to discuss planning. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Staff also benefit from yearly appraisals, which provide opportunities for managers and staff to reflect on their practice.

Parents access a wide range of information relating to the group. Through the use of parents' notice boards, communication books, newsletters and parents' evenings, staff are able to share information with parents on a daily basis. Parent questionnaires demonstrate that parents are happy with the care and learning opportunities that are provided for their children. Parents say that their children 'have gained in confidence', 'are more independent' and 'have learnt how to share' through the setting. Parents of the younger children are invited to attend regular meetings with their child's 'Key Person', where they are able to discuss their child's learning and development. The managers and staff work successfully in partnership with the host school, ensuring continuity of care and learning for all children.

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

Children benefit from the staff's comprehensive knowledge and understanding of how to develop learning through play. Those who attend the setting are eager to learn, are confident and very happy in this welcoming environment. They are able to make choices about their own learning and access a wide range of activities and resources both indoors and outdoors. There is a good balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. Children respond to challenges with enthusiasm and show good levels of independence, curiosity and imagination. Staff interaction is very good, as staff know the children very well, are aware of their individual learning needs, ask open-ended questions and support children as they play. Children work well independently and with their peers and are keen to share their ideas with the staff. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. Staff have a good understanding of children's individual learning needs as they observe and record information on a daily basis. On admission to the setting information is obtained from parents and documented. However, whilst children's care needs are clearly recorded, children's starting points in their learning are not fully established. All children have a 'portfolio and evidence folder' which contains both photographic and written information of children's learning, achievements and records of children's own work. These folders are regularly shared with parents and are available for parents to see at any time.

Children make good progress towards the early learning goals because staff demonstrate a comprehensive knowledge and understanding of the Early Years Foundation Stage framework. Children relate well to each other and to adults, separate happily from their parents and carers and thoroughly enjoy sharing their news about "Charlie Chimp's" adventures as he returns to nursery. They enjoy a wide range of first hand learning experiences, such as planting fruit and vegetables. The children watch with delight as they grow and tend to them each day. Books are made freely accessible and children listen carefully to stories, such as 'Hansel and Gretel', and try to predict what happens as the tale unfolds! Children enjoy music as they join in with a range of songs, such as 'Five Little Monkey's'. Their creativity is fully supported through a range of role play equipment, construction toys and access to a wide range of media. Children chat happily together as they glue and stick straw onto the 'Three Little Pigs' cardboard house in the outdoor play area. The outside area provides children with fresh air and opportunities to explore their natural environment. Children also develop their creativity. They take pride in their artwork and are especially pleased with their beautiful cardboard house. Children also benefit hugely from planned walks to the local park and visits to places, such as 'Twycross Zoo' and to the 'Christmas Wonderland' at Telford.

Children learn to negotiate, take turns with equipment and show consideration for each other as they play together. As a result, children's behaviour is very good. Children are beginning to develop an understanding of the wider world through planned activities, discussions with staff and through access to toys that are

representative of diversity. Children learn how to stay safe; they engage in emergency evacuation procedures, are gently reminded to use equipment safely and learn about road safety and stranger danger. They are successfully encouraged to develop their own personal hygiene skills. The children enjoy fresh fruit at snack time and access drinking water throughout the session. In addition, children know that exercise and healthy foods are good for them. Children develop a good sense of responsibility as they help to tidy away their cups and plates after snack. They demonstrate that they are acquiring skills that will help them in the future and prepare them for their future learning.

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	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	2
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