

The Great Escape Kids Club

Inspection report for early years provision

Unique reference number	EY289128
Inspection date	21/10/2010
Inspector	Susan Rogers
Setting address	Mount Street School, Mount Street, Lincoln, Lincolnshire, LN1 3JG
Telephone number	07748 935062
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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

The Great Escape Kids Club registered in May 2005. The breakfast session operates from the main school hall and the after school session operates from a classroom within Mount Street Infant and Nursery School, Lincoln.

There are 82 children on roll, 40 of whom are within the early years age group. The setting is registered to care for 36 children at the breakfast club and 32 children at the after school club. Sessions are from 7.45am until 9.10am and from 3.10pm until 5.45pm, term time only. Children attend for a variety of the sessions available.

The setting is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are eight part-time members of staff, including the manager, who work with the children. Four members of staff have an appropriate level 3 qualification, three members of staff have a level 2 qualification and one member of staff is unqualified. The setting receives support from the school setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settle well in this homely and well organised setting, and quickly become involved in a wide range of learning experiences. Staff provide good support for children's learning, using their effective knowledge of the Early Years Foundation Stage. All children have their individual needs met and are included in activities through collaborative support from parents, staff, school and external agencies. The system for assessing children's progress is developing, with children and parents being able to contribute with photographs and comments. Children's and parents' opinions are used to inform further developments, with the setting recognising that there is further scope for their greater involvement. The system for measuring the effectiveness of the setting is progressing well, enabling the setting to demonstrate good capacity for improvement.

What steps need to be taken to improve provision further?

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

- review and improve methods for observing and assessing each child's achievements, interests and learning styles and match these to the expectations of the early learning goals
- develop further processes for monitoring the effectiveness of the provision.

The effectiveness of leadership and management of the early years provision

Children are well-protected as staff and managers have attended child protection training and effectively safeguard the children in their care. Staff have a comprehensive awareness and knowledge of how to keep children safe. All staff are vetted, suitable for their role and demonstrate their commitment to promoting children's safety. They complete effective induction training, where they become familiar with all policies and procedures, and are supported in their ongoing professional development by the school and management structure. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by those who work with the children. Effective procedures are in place for identifying any child at risk of harm and for liaising with the appropriate child agencies. The environment in which children are cared for is supportive and safe. Regular risk assessments are dated and signed by the manager of the setting and identify potential risks. Through explanations and careful supervision children are taught to be safety conscious and are able to enjoy challenging play experiences. This contributes positively towards children's feelings of safety and their understanding of how to keep themselves safe.

Staff have experience of caring for children with special educational needs and/or disabilities and are skilled at liaising positively with other professionals. There are positive strategies in place to support children who speak English as an additional language as staff work with parents to ensure there are effective and sensitive lines of communication. However, information gained to identify children's progress and to make plans for their future development does not currently identify areas of learning which potentially impedes their progress. The partnership with parents and carers is effective and regular exchanges of information promote children's feelings of security as their individual care needs are highlighted. This partnership is further enhanced as parents are invited to share breakfast with their child, which promotes positive lines of communication. The measurement of the effectiveness of the setting is developing well, with staff recognising that the inclusion of the opinions of all stakeholders will contribute further towards the ongoing success of the setting. There is an appropriate set of policies and procedures outlining the operation of the setting which are accessible to parents and their children. The setting has established positive lines of communication with the host school.

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

Children and staff have formed strong relationships with each other and their peers and are very happy and settled in the setting. This is further enhanced by the effective key worker system, which ensures that children feel comfortable and secure as staff are responsive to their individual needs. Children are well behaved and through their support of one another have formed effective friendships that further enhance their play activities. They enjoy imagined play scenarios where they develop their communication skills, explaining to one another what they are doing and generously including each other in their play. Older children understand

their responsibilities towards younger children by making allowances for their play needs and taking pride in their support of less confident children. All children take responsibility for their play environment by willingly helping with the tidying up. Through regular praise and identification of their individual needs all children are growing in confidence.

Planning of activities is in place, which is flexible, responds to children's interests and allows for individual choice. This promotes children's learning and ensures children are happy and engaged in their learning and play. Staff have a good understanding of the Early Years Foundation Stage and are developing a system to monitor and evaluate children's development and identify their next steps of learning. There is some observation and assessment of children's development, but this is not fully effective in monitoring their progress towards the early learning goals. Children's independence is well promoted as they are able to make their own choices from the wide range of activities and resources provided. Staff plan opportunities for children to celebrate cultural and religious festivals and events throughout the year.

Good health, effective hygiene procedures and children's well-being are strongly promoted. Staff provide a fruit bowl from which children are encouraged to select a snack and a varied menu is provided for children attending the breakfast club, ensuring that they enjoy a nutritious and well balanced start to the day. Children have regular access to their own water bottles throughout the sessions, which makes sure that they remain hydrated. Policies, procedures and documentation are used effectively to promote children's well-being and include accident and medication records.

The outdoor area is very accessible and gives children plenty of opportunities to develop their physical skills. They learn about the world around them through visitors, which have included a local farmer. This encouraged the children to observe the characteristics of farm animals. They learn how to problem solve by completing jigsaws, building with large blocks and materials, and using numbers for a practical purpose throughout their play activities. They develop their confidence as they use information technology resources.

The environment is welcoming and is adapted well, as good use of areas outside the room caters for the numbers and play preferences of the children attending. A good range of creative materials encourages children to develop their own imagined ideas as they use dough, stencils and paint. For example, children enjoy creating Halloween badges and decorations, which they wear with pride. Children are supported well by staff who are attentive to their play activities, promote further learning through well chosen questions and offer alternative activities if children need further play experiences.

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