

Kare 4 Kids

Inspection report for early years provision

Unique reference number

EY310314

Inspection date

08/11/2010

Inspector

Kay Armstrong

Setting address

Lostock Primary School, Glengarth Drive, Lostock, Bolton,
BL6 4PS

Telephone number

01204 843419

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kare 4 Kids is one of four out of school care provisions owned by Kare 4 Kids Limited. The group has been registered since 2005 and operates from dedicated rooms within Lostock Primary School in the Lostock area of Bolton. The provision is open from 3.30pm to 6pm Monday to Friday term time only.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children from four years to under eight years may attend the setting at any one time. The provision also offers care to children aged eight to 11 years. Currently there are 47 children on roll, of these 14 are under eight and seven are in the early years age group.

There are four members of staff who work directly with the children. Two members of have a National Vocational Qualification to level 4 and one has an appropriate level 2 qualification. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff create a welcoming and inclusive environment where children are safe and well cared for. They provide an appropriate range of activities which engage all children and most aspects of their learning and development are suitably promoted. Positive relationships with parents and carers and the school have been established. This helps staff to recognise children's individual needs and promotes continuity of care. Staff effectively address necessary developments and demonstrate a satisfactory capacity to improve further. They have begun to monitor and evaluate the service provided but the process of self-evaluation is not yet fully developed.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment of the provision which is reviewed regularly, at least once a year or more frequently where the need arises. (Suitable premises environment and equipment).
- 26/11/2010

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

- develop the process of self-evaluation to identify key areas for further development so that outcomes for children continue to improve

- provide a relaxing area where children can enjoy an increasing range of books.

The effectiveness of leadership and management of the early years provision

Children's safety is securely promoted within the group, as staff have a clear understanding of child protection procedures and know how to implement them effectively. Staff are appropriately deployed to provide sufficient levels of support for all the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. Children are further protected as all the required documentation relating to their welfare and care is in place. Detailed monthly checks of the premises and resources are recorded which ensures that potential hazards are minimised. However, a risk assessment has not been conducted as required.

Staff provide a generally relaxed environment where children are able to play freely together without unnecessary adult intervention. The resources are generally accessible so that children are able to make choices about their play and learning. Partnerships are effective and relevant information is gathered prior to children's admission to the group. This helps staff to recognise and support the uniqueness of each child. Equality and diversity are fostered appropriately through a range of resources and activities that expand children's understanding of the world around them.

The staff team work well together and demonstrate a commitment to continuous improvement. The recommendations from the previous inspection have been implemented successfully and have a positive impact on children's overall well-being and safety. Staff monitor and evaluate the provision, however the process of self-evaluation does not always identify areas for improvement. Parents and carers are very happy with the care their children receive. They are kept well informed of the service and are able to access all necessary policies and procedures. Written observations of children at play which clearly link into the areas of learning are routinely shared with parents keeping them informed of children's progress. Parents also receive information about the setting through verbal feedback and regular newsletters.

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

Children are happy, relaxed and well-settled in the group. Overall, a suitable range of age-appropriate activities and resources are available to children who quickly become involved in activities of their choice. They have opportunities to problem solve and develop appropriate skills for the future, as they control programmable toys and complete computer games. Children are competent communicators and express themselves freely using a range of creative materials. They make wonderful glittery pictures to celebrate bonfire night and Diwali and construct

interesting models from junk and copious amounts of sticky tape. Staff value children's efforts and achievements and their work is displayed to promote children's self-esteem and confidence. Children are clearly building positive relationships with their peers as they enjoy playing together imaginatively. They dress-up as princesses, fire and police officers and super heroes. Their creativity develops as they weave their game around going shopping where they use simple mathematical equations, before they go on holiday, to camp in the 'den' they have constructed.

Staff have a sound understanding of the Early Years Foundation Stage. Children's progress towards the early learning goals is supported appropriately as activities provide choice and help to consolidate children's learning. Staff's observations of children at play are linked to the early learning goals and inform the planning of future activities. However, children have few opportunities to handle books, read or relax and rest in a quiet area.

Children are independent in their personal care and have a clear understanding of good hygiene procedures. They develop an appropriate sense of safety and regularly practise the emergency evacuation procedures. This ensures they know and understand what to do in the event of a fire. They respond well to the group's positive approach in behaviour management. They understand the safety rules as staff give clear explanations of the possible consequences. Their awareness about healthy eating is promoted as they enjoy a range of healthy snacks. They remain hydrated throughout the session as they are able to help themselves to drinks. Children develop their coordination skills and control of their bodies as they have fun outdoors. They enjoy sports activities and make good use of the school equipment to balance and climb on.

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	3
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
--	---

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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 26/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Suitability and safety of premises and equipment). 26/11/2010