

# Brigg Kids Club & Little Angels Pre-School

Inspection report for early years provision

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**Unique reference number**

EY407136

**Inspection date**

23/11/2010

**Inspector**

Jackie Phillips

**Setting address**

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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.

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

Brigg Kids Club & Little Angels Pre-School originally opened in 2004 and re-registered under new private ownership in 2010. The facility operates from self-contained premises in Brigg, a town in North Lincolnshire and provides full day care, including before and after school care. It opens from 7.30am to 6.00pm each weekday, all year round except for bank holidays and over the Christmas and new year period. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children aged from two to eight years of age may attend the setting at any one time. Currently there are 40 children on roll, of whom 23 are in the early years age range. Children are cared for in three indoor play spaces with an enclosed area for outdoor play. There are eight staff members employed at the setting. The majority of whom hold a recognised childcare qualification. The owner/manager holds Early Years Professional Status and three senior staff are currently working towards achieving an early years degree. The setting keeps rabbits as pets for children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the setting is meeting the needs of children in the Early Years Foundation Stage sufficiently well. Adults foster caring relationships with children and plan to meet their individual care and learning needs reasonably well. Children are safe, enjoy their time at the setting and the majority engage in activities that help them to learn and develop. Most routines and procedures support the daily organisation of the setting adequately. Partnership working with parents and others involved in children's care, learning and welfare is mostly based on verbal information sharing. There is a positive commitment and drive to secure further improvement to the provision.

## What steps need to be taken to improve provision further?

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

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience tailored to meet their individual needs (Organisation).
- 17/12/2010

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

- ensure rooms are maintained at a temperature which ensures the comfort of the children and staff
- improve opportunities for children to see pictures of positive images, participate in a wide range of multi-cultural activities and use a diverse range

of resources, valuing those in particular that support linguistic and cultural backgrounds of children attending the setting.

## **The effectiveness of leadership and management of the early years provision**

Checks are carried out on all staff and volunteers to ensure there are no reasons why they should not be employed to work with children. There are reasonable measures in place to keep children safe at the setting, although adult supervision levels fluctuate at times to consistently sustain this. The building is secure and regular risk assessments are carried out to make sure it is free from hazards. This helps to keep children protected. Not all written records associated with risk assessments are clear about a review date to ensure continued effectiveness or prompt further action. Children are introduced to the routine of how to leave the setting quickly in an emergency. They are made aware of road safety rules when they are walking around the local community and are involved in discussions about the danger of talking to strangers. This helps them develop an awareness of personal safety issues. There are a number of written procedures in place to safeguard children. For example, a register of attendance is kept and accident records. Staff receive training in first aid and safeguarding to ensure they are aware of their responsibilities of how to respond to a child's specific and immediate needs.

There are limited opportunities for children to learn about our diverse society, such as using a varied range of cultural resources and seeing pictures of positive images around the setting, particularly to support the individual backgrounds of some children. Partnership working, specifically with others delivering the Early Years Foundation Stage, does not yet make a strong contribution to ensure activities are complementary and promote continuity and progression for individual children. Parents can have access to records of their child's progress and are invited to share what they know about specific care and learning requirements on children's admission to the setting. An interesting booklet about the setting is provided, alongside other useful information on relevant issues, such as healthy eating and fire safety. The manager has a positive approach and attitude to further improve her provision. There is a strong commitment to training and professional development and working with others to strengthen effective working practices to improve outcomes for children. Ideas for future self-evaluation exercises are under development but are appropriate to identify from stakeholders an accurate diagnosis of the strengths and weaknesses of the provision to secure further improvement.

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

Adults engage children in a variety of suitable learning experiences, many of which are planned in advance. There is not, however, a good balance provided between those that are adult-led and those initiated by children. Some activities are not fully inclusive or aimed at meeting the specific learning needs of groups of

children, for instance the younger age range. Long term plans are based on a monthly theme or topic alongside cultural celebrations planned to take place during the calendar year. This is not always followed through. Visits and outings take place helping children to learn from the immediate community. Children are encouraged to choose resources themselves from many, easily accessible at low level in the play areas. On the day of the inspection, the setting felt extremely cold. Some children wore their coats throughout the observed session. Although high priority is placed on providing children with good access to indoor/outdoor play as they choose, the impact of this on the temperature inside during very cold weather means it is very uncomfortable. A good attempt is made to make the indoor environment interesting and conducive to learning. However, some areas look cluttered and untidy with some resources not used well. Play areas are organised in such a way as to encourage children to develop confidence, independence and a sense of belonging. For instance, there are focussed areas of learning and children can register themselves by removing their photograph from their coat peg and placing on the registration board.

Children enjoy their time at the setting. They move confidently between the play areas and know where toys and resources are located. They are familiar with the layout of the provision and transfer between the indoors and outdoors freely. Relationships between children and adults are friendly. Behaviour is good and in the main, children play well together. There are times when adults fail to encourage some children to become actively involved and engaged in their learning. For instance, there are too few experiences aimed at meeting the needs of the youngest children. Systems to plan for learning are based on observation and assessment, but are currently not always effective in evaluating the next steps for individual children or identifying the way forward to support developmental needs.

Activities provided encourage children to be involved in a varied range of play experiences across all areas of learning. For example, they can construct, be creative and develop use of their imaginations. Resources are provided for children to be curious and investigate. Groups of children enjoy experimenting with play dough, using cutters and other tools confidently. They hold interesting conversations, such as discussing making a shepherds pie and putting it in the oven to cook. Children are particularly well supported to be aware of the use of resources associated with everyday information and communication technology. For example, they are familiar with use of the computer and printer and can use a digital camera. They are provided with items found around the home, such as calculators, toy microwaves and toasters to use. A range of books are available, although at the time of the inspection some were in poor condition and the area designated for children to enjoy books and relax, unattractive and not well used. During the session children are encouraged to discuss the world about them, such as weather conditions and the day of the week. They count as a group, for example, the different food groups eaten when listening to the story of the Hungry Caterpillar.

Aspects of a healthy lifestyle are introduced to children in various ways. Parents provide children's packed lunches and are made aware of healthy options to include. Lunch boxes are stored safely. The opportunity to engage in physical

exercise is provided by accessing frequent outside play in the fresh air and walks and outings to places of interest within the local area. Painting takes place indoors and out, providing children with a different experience to the activity. Visitors to the setting are welcomed helping to enrich children's experiences. Children are helped to understand about personal care procedures, such as hand washing or being issued with hand gel before eating. At the time of the inspection, mid morning snack time was observed to be poorly organised. For instance, it took place over a long time resulting in children becoming bored and disinterested. Current systems are not helpful to assist children to learn good hygiene practices to prevent potential cross contamination. For example, handling pieces of fresh fruit served on a communal plate.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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