

Saltash Kids Club

Inspection report for early years provision

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| Unique reference number | 103005 |
| Inspection date | 03/12/2010 |
| Inspector | Mike Bartleman |

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| Setting address | Brunel CP School, Callington Road, Saltash, Cornwall, PL12 4QE |
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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

Saltash Kids Club opened in 1983 and is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. It operates from two rooms in a mobile building on the school site of Brunel Primary in Saltash.

Children can use the playground and the school playing field for outdoor activities. A maximum of 40 children may attend the kids club at any one time. The group is open from 8am until 9am and 15:15 until 17:30 weekdays in term time. There are currently 20 children aged from four years to under 12 years on roll, of these three children are within the early years age range. The majority of children that attend the club are from Brunel School.

The setting is developing links with the newly opened Children's Centre on the same site. There are three staff who work with the children, all of whom have an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Saltash Kids Club meets the needs of the early years children well because they are provided with a warm and caring environment. They choose activities from a well-resourced indoor and outdoor provision that effectively meets their learning needs. Relationships are good and the children are safe, secure and well cared for. There is a good relationship with parents and carers, and the host school. All the recommendations from the last inspection have been appropriately addressed. The setting has good capacity for future improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation processes, including consultation with parents, to identify the setting's strengths and areas for further development
- streamline the assessment procedures so that the next steps in children's learning may be identified more quickly and easily to feed in to the planning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because all staff have undertaken training in child protection, first aid and food hygiene and follow the procedures for keeping children safe. All staff are vetted and checked on appointment to ensure they are suitable to work with children. Regular risk assessments are carried out conscientiously. All issues from the previous inspection have been addressed.

Children's attendance and medical records now meet requirements.

The experienced staff work hard as a team to provide good experiences to support children's learning and development. However, the assessments made of children's interests and development are not yet fully used to plan for their the next steps in learning.. Children's personal and social development is strongly featured throughout the provision. Staff create a warm and supportive ethos, for example by encouraging younger and older children to collaborate on activities together. Resources are well chosen and organised so that children can make individual choices which meet their interests and learning needs. The setting promotes the awareness of diversity of cultures in our society well and has plans to develop this area even further.

Staff are deployed effectively to ensure good supervision. Good links with the school have been established and contribute to the safety of the children. For example, staff have very good arrangements to collect children at the end of the school day and to share important information. The accommodation is well resourced and equipped to create an effective learning environment.

There is a strong partnership with parents who speak highly of the provision made for their children. Parents are kept well informed through daily contact at handover times. The manager and her team have a good knowledge of the strengths and weaknesses of the setting. This combined with their passion and enthusiasm for their work shows they will continue to develop the club to ensure it provides the children with a stimulating and caring play environment.

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

Children demonstrate a high level of social skills and independence. The staff and children know each other well and children settle quickly as the staff greet them warmly on arrival. The children are clearly happy to be in the club and feel safe and secure because of the good quality of care they receive. Strong trusting relationships have been established and children look forward to attending because they have enjoyable experiences. The room is set out in a familiar way enabling the children to know where they can access activities. A good range of interesting activities are provided enabling children to progress well. There is a good balance of adult-led and child-initiated activities across all areas.

Staff engage well with the children and participate in some of the activities with them which adds to the fun and enjoyment the children have. These activities aid children's personal development well. Children are taught to be safe in their play by vigilant staff, who encourage safe practices like being aware of other children around them, following the setting's rules about walking inside the room. There is good promotion of developing healthy lifestyles through regular involvement in active play, especially out of doors, using wheeled toys and balls. On occasions children have the use of the school library that offers more space for their quiet study. At snack time they are provided with a variety of different food, with milk or juice to drink. Children know the routines well and understand the need for good

hygiene.

Children's skills for the future are developing well through opportunities to develop early writing skills through mark making, drawing, colouring and painting. They learn to take turns and to share, as well as to help with tidying away the equipment and working with other children at times. Children use books around the setting to support their learning. Older children share books with the younger children, creating a family atmosphere. Chosen activities provide many opportunities for the children to develop their problem solving, language and numeracy skills. They count, match and sort as they play with puzzles and construction toys. Children enjoy creating colourful creations as they use the paints and creative materials independently. Although formal assessment has not been fully developed to ensure that children develop equally well across all the areas of learning. The staff know the children very well, and plan suitable activities to interest and engage them. Good care is taken to ensure the children have opportunities to achieve positive outcomes. They show increasing awareness of how to behave safely and staff remind them gently of appropriate behaviours.

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

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| 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

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| 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

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| 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

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| 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