

Kids Like Us Ltd

Inspection report for early years provision

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Inspector

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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).

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

Kids Like Us LTD at Holbrook Primary school is one of three provisions run by the group and opened in September 2010. The setting provides care in the following areas, the mobile classroom cabin, studio, main hall, food tech room and foundation stage outside area as well as the whole of the outside school grounds and associated facilities. The setting provides a breakfast club from 7:45am to 8:40am and 3pm to 6pm in the after school club.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of no more than 48 children under eight years; of these no more than 32 may be in the early years age group, and of these none may be under four years at any one time. There are currently 55 children on roll, of whom 11 are in the early years age group. There are six staff working within this group of the organisation, four of whom hold suitable childcare qualifications and two staff are working towards theirs. The setting supports children with learning difficulties and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The directors and staff are forming a strong team as they are excited about the development of the club. Children are able to enjoy their play and learning in an environment where they have ownership of what happens. Most aspects of each area of learning are promoted well ensuring children in the early years age group continue to make progress towards the early learning goals. Reflection of sessions is in place as staff evaluate well, children and parents are invited to contribute to this evaluation encouraging everyone to be involved with the club. The leaders within the group have an accurate awareness of the strengths and areas for development and with their positive attitude, demonstrate they have the capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the arrangements for working in partnership with parents to support children's learning, so that information is shared about children's individual progress towards the early learning goals
- develop the opportunities for children to enjoy books and stories offering a wide range of material to promote this.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have an understanding of child protection procedures and the directors, having completed specific training for designated persons, take overall responsibility in this area. There are clear procedures in place for the recruitment and vetting of new staff and with planned appraisals currently being undertaken the directors monitor the continued suitability of the staff within the setting. Visual checks are made on the setting prior to the children's arrival and more formal risk assessments are completed each term. Children are encouraged to take some responsibility in their own safety for example, as staff give them clear instructions about safe boundaries for outdoor play. The setting have strict policies around the safe collection of children from the setting as well as the safe hand over to school staff at the end of breakfast club. Children are not permitted to leave the premises without their known adult collecting them and individual arrangements are in place for emergency situations.

The directors and staff work well as a team and are keen to continually make improvements within the setting. The directors have used their experiences and feedback from quality assurance programmes positively within the setting. The children are heavily involved in the evaluation and plans of the club. Through their own notice board and staff encouraging their ideas children can add their contributions about what they would like to do or happen within the club. Prior to the start of every session, staff organise a 'huddle meeting' where they plan for the session and evaluate the last. Key persons are secure in their systems for monitoring the early years children's progress towards the early learning goals. With staff meetings organised with the whole staff team including those from the other two settings within the organisation, the group as a whole make consistent, continuous improvements for the outcomes of children.

The deployment of resources and staff within the setting encourages children to become independent learners as they select resources and where they want to play. The resources are fit for purpose and given the mixture of ages within the setting keep everyone interested and occupied in the choices they make. Staff monitor the flow of children well and move with the groups of children ensuring good staffing ratio's are maintained at all times. They become involved in the children's play, extend their thinking or simply enjoy their time together, for example as they share some television time towards the end of the session. Children are encouraged to consider the feelings of others within the club as the staff promote the valuing of all children. Children's efforts and achievements are also valued with special helper stickers for those who regularly offer to be the tea assistant and schemes such as the picture of the week which is framed and displayed on the board for all to see.

The staff are establishing good links with parents to enable them to gain an awareness of each child's background and individual needs. Relationships are being developed with parents who comment on how satisfied they are with the setting and how children ask to attend. Information about sessions is shared with parents on a daily basis, with the white board offering further information about

details such as snacks and events happening through the session. Newsletters inform parents of forthcoming events and invite them to contribute their thoughts to the setting. The staff have extended this partnership approach with close liaison with the school teaching staff and head as they develop consistencies for the children.

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

Children within the early years age group attending the setting show high levels of confidence as they become involved in child led activities with older children. The interaction between the children is warm, some older children are seen assisting the early years children as they construct designs with coloured beads or show them how to play games on the games console. Through games out in the playground, such as the giant pick up sticks, children are encouraged to take turns and value the achievements of others. Through activities like this staff members skillfully use quality open ended questions to encourage children to think about their numbers as they count up how many sticks each child has and the difference between them. Children's independence is greatly encouraged, all children make their own choices about their play throughout the afternoon and many are excited by helping with routine tasks such as the preparation of snacks. Through the detailed development records in place, key persons have a good understanding of the development the children in the early years age group are making although as yet these are not shared with parents.

Children are secure and have a sense of ownership about the setting despite only being open a term, they all know the routine well and where things belong. They are independent in accessing additional resources, knowing they need to put items away first. Children's understanding of safety issues are demonstrated amongst their play as they confidently inform others about the rules, for example, playing the games console from behind a designated point. Through games and activities children and staff discuss safety, for example, through boundary rules as older children organise a game of football outside and whilst using resources such as the pick up sticks as they discuss the sharp ends and the importance of not waving them around. Through free flow arrangements to the outside area, the selection of snacks and the clear procedures in place for hygiene, the children show a good awareness to what constitutes a healthy lifestyle. Many children enjoy the opportunity for outside play to burn off energy after a day at school which is promoted by the staff as they join in with outside games. Children are very involved in preparing and making their substantial snacks through the afternoon. For example, the children enjoyed making their muffin pizzas and then returning to the snack table when they were all cooked to share a social snack time where table manners are promoted. With additional items of fresh fruit prepared by the snack assistants children are able to make choices about their food.

All children within the setting are well behaved, they are busy and focused, making independent choices about their play. Children are generally able to organise themselves well with popular resources ensuring fairness to all children. Although

staff monitor this well from a distance and have effective strategies in place should they need to intervene. Children enjoy having responsibilities within the setting, in particular many early years children volunteer to become the snack assistants and they are rewarded for this through the positive behaviour management strategies in place. They prepare ingredients for the pizzas, cut up the fruit and lay the table. Staff use the opportunity to encourage children to think about numbers as they count how many cups they have and how many more they will need. Although the book area is underused and the books are a little uninspiring to early years children, there are other opportunities the children become involved in to promote their understanding of blending letters to form words, for example through different games and labeling within the role play area. All children are valued within the setting and their contributions are listened to, encouraging all children to take ownership of their before and after school club.

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