

KIDS Rachel Madocks Extended Clubs

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 Extended Clubs registered in 2009 and operates at Rachel Madocks School in Waterlooville, Hampshire. It is managed by KIDS which is a charitable organisation. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting provides care for a total of 10 children under eight years, all of whom may be in the early years age group. Children up to the age of 19 years may attend the provision, which offers play schemes during some holiday periods and after school care during school term time. The play scheme operates from Monday to Friday 9.30am to 3.30pm and after school care is from Monday to Thursday; 3pm until 5.30pm. There is also a Saturday club which operates from 1.30pm to 4.30pm.

The premises are all on the ground floor and easily accessible; four rooms within the school are used by children attending the club. There is also easy access to secure grounds offering a variety of outdoor play facilities and equipment; children use the indoor swimming pool at times. There are currently nine children attending the club on various days of the week, children in the early years age range have recently attended but are not regularly included at the present time. A team of qualified and experienced staff are employed to work with the children, at a minimum ratio of a one staff member to two children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The after school club and holiday play scheme provides sound and stable care for children with special educational needs. The well equipped facilities are effectively used to provide a variety of different experiences at times and most children have opportunities to choose. Lead staff are clearly dedicated to self evaluation and planning for continual improvements, although not all staff have a clear understanding of the Early Years Foundation Stage. There are strong links with parents and other carers, although these are not fully reflected in the records of development for children.

What steps need to be taken to improve provision further?

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

- develop staff knowledge of the Early Years Foundation Stage
- plan and organise activities and resources to interest and challenge children to encourage their involvement
- increase the links with parents and other carers to promote children's next steps in development

The effectiveness of leadership and management of the early years provision

The setting has fully organised procedures in place to safeguard children during all activities and routines, because there is a very high ratio of staff to children and children's movements are monitored continually. The premises are very secure and purpose built to meet a wide range of special needs. All rooms and outdoor areas are regularly risk assessed and the club includes daily routines and implements rules for the children to follow. For example, children learn that they must not leave the room without telling a staff member. There are also risk assessments for outdoor play provision, for taking children on local outings or to the nearby shops in the community. Staff have attended separate training to ensure that they know how to use specialist equipment safely, for example hoists or special routines to enable children to use the swimming pool. All staff recruitment is well managed and recorded; all adults are checked and suitable. There are full procedures in place for child protection and the senior practitioner has recently updated her training. All regulatory requirements for record keeping are fully met and the club has efficient systems for recording accidents, incidents and for ensuring that any medication needs are followed precisely.

There is strong leadership and a clear focus on meeting the needs of the range of children attending. The senior practitioner oversees and implements all procedures; she has competent knowledge and understanding of the regulations and good management skills. Staff show care and ability in meeting children's needs but less understanding of promoting children's learning through play. There is consistent communication between staff and appropriate discussion following each after school session, this enables staff to de-brief and share concerns or highlights with the senior practitioner. There are appraisal systems in place and staff have training opportunities.

There are different resources available within the school to provide choice for children during their after school club and some children can make decisions about playing in the soft play room or the sensory room. The list of planned main activities is varied and play equipment is not always ready and visible to children, therefore some children show less ability to make a choice or become involved. Records are available to show how staff observe and assess the development of children in the early years age group. These provide a sound basis of promoting learning for children through widening their experiences of sights and sounds in the community.

The setting has positive links with the school in which the club takes place; the shared use of the premises and the equipment promotes children's sense of belonging. Children settle well because of the prior liaison with school staff before they attend. Club staff also visit children in their own homes to assess their needs and carry out any risk assessments with parents. There are very detailed records in place to show all children's individual or medical needs and these are competently stored on laminated cards for taking on outings or for travelling. Parents are fully appreciative of the facility and there are very regular exchanges of information when parents collect children; they also have termly reports from key workers and

parents can meet for coffee mornings or a regular basis. Parents' views are considered and the club is fully prepared to follow any complaints and record details. There is less evidence to show that parents or other carers have opportunities to contribute to the records of development for children in the early years.

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

Children show they are broadly content, although at times this is dictated by their individual needs and the knowledge and understanding of the staff. They communicate and carry out some activities with staff. Children are sometimes able to make decisions and influence their play or decide what to eat at snack time, staff do provide choice and keenly encourage decision making. Children take turns to make gingerbread men, rolling out the dough and using cutters, they understand where to put the eyes and the buttons on the gingerbread shapes. Children learn to wash their hands before taking part in any cooking activity; they are sometimes able to progress in managing their own personal hygiene. Children feel secure because they understand the layout of the rooms and the consistent and regular routines. They show trust in the staff and repetitive questions are fully answered and explained.

There are several different opportunities for physical play outside, children can experience larger play apparatus and experiment with the musical instruments which also involve physical movement and exercise. Children have the ability to use the indoor soft play area, where they can be supervised to physically exert themselves and come to no harm; some children spend long periods in this safe environment. Others use the sensory room and the effect of the light and the movement calms and relaxes children.

Children have opportunities to make marks with chalks and learn to name colours. They fully enjoy making sounds with the outdoor xylophone. Children have had several outings and experienced travelling on the hovercraft, visiting a bowling alley and learning to roll the ball. Smiling and showing excitement when travelling on a bus, recognising and noticing different views. Listening to nursery rhymes and learning to sing. Children show real interest and enthusiasm for visitors who have brought insects and children have touched and felt these on their hands and arms.

Children are learning to understand the meaning of symbols; they find the picture in the advent calendar and know this means that four children attending will have sweets. They help to complete the register of who is present by using picture cards for the children attending. They try to read the signs which explain that chairs are not safe if they are stacked too close to the door. Staff show a strong focus for praising children when they are polite and follow the rules of the setting. Children's achievements and enjoyment, their progress in learning and development is entirely individual and is generally based on their capabilities.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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	2
The extent to which children adopt healthy lifestyles	3
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