

Oakwood Kidz Club

Inspection report for early years provision

Unique reference number EY416799
Inspection date 13/01/2011
Inspector Loraine Wardlaw

Setting address Oakwood Infant School, Sandpiper Road, SOUTHAMPTON,
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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

Oakwood Kidz Club first registered in 2006 and re-registered in 2010. It is one of 15 settings owned by Kidz Play (UK) Limited. The club operates from rooms within Oakwood Infant School; children have access to a playroom, toilet facilities, and a kitchen area. The breakfast club is open each weekday from 7.45am until 9am. The after school club is open each weekday from 3.05pm until 5.45pm during school term-time only. Children are collected by staff from the infant and junior schools. All children have access to an outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 24 children aged from four years to under eight years at any one time. Older children up to the age of 12 years may also attend. Currently there are 49 children on roll, two of whom are in the early years age range. There are four staff employed to work with the children, one is qualified to level three in early years and the remaining three are working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed, happy and well-motivated at the after school club. Overall, their individual needs are met generally well. The knowledgeable manager is a key figure in ensuring that the club runs smoothly and efficiently, promoting a culture of respect and fun play amongst the children. A key strength of the setting is the enabling and attractive environment that has been set up to ensure children can make informed play choices. Despite having a high staff turn-over due to the nature of the provision, the staff team continuously evaluate and develop their practices to benefit the children who attend.

What steps need to be taken to improve provision further?

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

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding) 13/02/2011

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

- develop further the skills of staff so that adult-led play activities build on what children know and can do and help children to further progress in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. There are appropriate procedures in place to ensure that only staff who have completed criminal records bureau checks care for the children. Although there are good written procedures in place on child protection, some members of staff demonstrate a limited understanding, although they know where to find the information if required. This is a legal requirement. Induction of new staff covers most aspects of the provision, including training in first aid. There is excellent emphasis on meeting the needs of children with specific medical needs. Staff are well-trained in this area of their work and have stringent procedures, which are agreed with parents in the event of a medical emergency. Good, daily risk assessments take place every session to ensure the rooms used are safe to receive children. The club staff organise the play environment in a rich, inviting and well-resourced manner. This ensures it appeals to children and gives them plenty of play choices to enhance the early years experiences they receive in school. Work is displayed as much as possible on walls and on table displays giving children a good sense of ownership and belonging.

The manager and her new team of staff have good systems in place to evaluate their practice to ensure they meet children's individual needs. An accurate Ofsted self-evaluation form identifies points for improvement and the strengths of the provision. Development points include expanding on the role of children who have been voted on the pupil council; to prepare interview questions for potential pupil councillors. The staff continually drive improvement; they listen to the views of the children and each other, making changes as necessary. For example, a new self-registration system has been recently introduced. The manager demonstrates a good knowledge of how they would support children learning English an additional language. They encompass their home language and cultural background as much as possible, giving children a positive sense of identity.

The partnerships with parents are very good. Information is shared verbally on a regular basis and good systems are in place to enable parents to be involved in both their child's learning and the organisation of the group. This is achieved through conversation, the information table and the use of feedback forms. The club have a good relationship with the school, in particular the reception class, with regular sharing of information to ensure children's needs are met.

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

Children very much enjoy their time at the club. Staff are kind, caring and receptive to children's needs after a busy school day. Good, fun play choices are on offer to the children who independently and happily engage themselves in activities during their leisure time. They behave extremely well because staff are good role models and consistently encourage safe, good behaviour. For example, the manager asks the question 'why do we have rules?' This meets with responses from children about safety and not getting hurt. Staff instil good values amongst

the children with the help of an excellent resource; the persona doll called Frank. They are encouraged to hold Frank and share their news, good or bad, which is sensitively discussed as a whole group. Children's good achievements at school and at the club are positively recognised by staff, which includes nominating a star of the week.

Younger children particularly enjoy having their older siblings close by for cuddles, which effectively supports their emotional well-being. They have good opportunities to speak in a group during news time led by the manager and opportunities to engage in good conversations and to learn new vocabulary during other adult-led activities, such as play-dough making. Occasionally discussions do not fully extend children's learning as some staff are less knowledgeable. However, this has very little impact on the progress children make. Children become happily engaged in making a puppet out of recyclable materials. They use scissors to cut paper, use glue to stick on the features of the puppet and spend a long time colouring the paper. Only the qualified manager completes observational 'snap shots' of the children at play at this current time and can confidently implement their next play and learning steps. This does not affect children's progress as numbers of children attending in the early years age range are small.

Children enjoy a good range of nutritious and healthy meals at tea-time each session. This varies from hot dogs, noodles, pasta, to sandwiches and toast, alongside fruit choices. In good weather children have access to the outdoors. During inclement weather, indoor, physical opportunities include parachute games and moving their bodies in a variety of ways during the fun globe trotting twister game. Staff ensure that children gain a good awareness of other cultures and traditions through planned play activities. For example, at Christmas time they learn about Christmas around the world such as Mexico and make a piñata together.

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	3
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	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

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