

Fordingbridge Kidz Club

Inspection report for early years provision

Unique reference number	EY416806
Inspection date	07/02/2011
Inspector	Catherine Sample
Setting address	Fordingbridge Junior School, Pennys Lane, FORDINGBRIDGE, Hampshire, SP6 1HJ
Telephone number	07907 891 078
Email	
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.

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Description of the setting

Fordingbridge Kidz Club first registered in 2009 and re-registered in 2010. It is one of 14 settings owned by Kidz Play (UK) Limited. The club operates from Fordingbridge Junior School and The Bridges Sure Start Centre which is within the school grounds. Children have access to an outdoor play area. The breakfast club is open each weekday from 7.30am until 8.50am and the after school club is open from 3.00pm until 6.00pm during school term-times only. The setting also provides a holiday club during some weeks of the school holiday periods. The holiday club is open from 8.00am until 6.00pm.

The club 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. There are currently 74 children on roll, of whom 10 are in the early years age group. The club cares for children who learn English as an additional language.

Three staff work with the children. Of these, two have relevant qualifications and the other is currently training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending this friendly, safe and generally well-organised out of school club. Staff work closely with parents and teachers to ensure that each child's unique needs can be fully met. They take positive steps to include all children whatever their background or stage of development and provide activities and resources for a wide range of ages and interests. Staff, parents and children contribute to the evaluation of the club and there is a strong commitment to continually improving outcomes.

What steps need to be taken to improve provision further?

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

- record of med's 28/02/2011

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

- review the storage arrangements for children's personal belongings
- review the procedures for informing parents when medication is administered to children

The effectiveness of leadership and management of the early years provision

The small staff team works well together and shares ongoing discussion about all aspects of the provision and about individual children. Staff share a common sense of purpose and work closely to ensure that they can support all groups of children. They discuss the quality of the provision and the views of parents and children are also sought to evaluate the strengths and weaknesses of the club. This allows management to plan effectively for the future and respond to the ideas of the children. Good administrative systems support children's learning and welfare with all necessary records being kept and a comprehensive range of policies and procedures is shared with parents. However, although staff inform parents when medication is administered to children there is no system for confirming that they have done so. Arrangements for safeguarding children are robust, fully understood by staff and shared with parents. Staff are aware of the possible indicators of abuse and know the procedures to follow if they have concerns about a child. They all have information about how to seek advice and make a referral although this would normally be done by the manager. There is a detailed recruitment and vetting procedure which ensures that adults are suitable to work with children. Full risk assessments of the premises and any outings ensure that the environment in which children are cared for is safe and secure. Children have plenty of play space available and can also choose to play outside in the extensive school playgrounds. They have easy access to a varied range of resources that are set out daily and rotated to maintain interest. Children can also ask for other toys from the shed and go to fetch them with a member of staff. The storage for children's personal belongings is not currently organised effectively. Children do not have access to pegs or a dedicated storage area and have to leave their coats and bags lying on the floor at the end of the room. This does not adequately meet their storage requirements and could pose a trip hazard.

Partnership working is a real strength of this setting. Staff work closely with parents and teachers to ensure that they can support every child. Parents feel that staff are good at sharing information and are aware that they are implementing the Early Years Foundation Stage framework for younger children. They know that they can see the staff's observations of their children's progress and know what their children have been doing and learning. Staff meet regularly with children's teachers to share information about their welfare and learning. This allows for continuity and coherence in the provision for each child's education and care.

Staff know children well and have a good knowledge of their individual backgrounds and needs. This allows them to support them effectively and ensure that they are fully integrated into the club. They take positive steps to support children who are learning English as an additional language, such as using a signing book and getting key words in their home language from the parents. Children are learning about wider society as they take part in activities, such as celebrating Australia Day and Chinese New Year, and use resources that show positive images of diversity, such as books and dolls.

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

Children demonstrate a strong sense of belonging as they arrive enthusiastically and settle down quickly to activities of their choice. They are confident and chatty and include other children, staff and visiting adults in their games. They enjoy good relationships with one another and younger children enjoy playing with and being helped by the older children. They interact confidently with staff who express interest in their day and chat to them about what they are doing. They are encouraged to be independent as they help themselves to snack and spread jam on their toast. They are well behaved. They have good manners and successfully use a timer to take turns on the play station.

Children take part in a varied range of activities that cater for their interests and stage of development. They enjoy role-play as they pretend to be teachers and use a colourful range of dressing up clothes. They also enjoy using arts and crafts materials for planned activities and for creating their own artworks. Their communication skills are fully supported as staff chat with them about all sorts of subjects, such as what they did at the weekend and friends that they went to pre-school with. They have access to various games that encourage their numeracy and problem solving skills, such as Connect Four, and they are eager to take turns using the Play Station. They are developing a good awareness of different ways of life as they celebrate festivals and take part in activities, such as dressing up in Afro- Caribbean clothing. Staff successfully incorporate the learning requirements of the Early Years Foundation Stage into the out of school club provision. They are aware of the different areas of learning and make regular observations of children's progress in each of these. They use this information and that shared with them by teachers to plan for each child's next steps in a way that complements their full day at school.

Children have a good understanding of how to stay safe. They are able to clearly explain what happens when they practise the fire drill and remember important details, such as not returning to the building to fetch favorite toys. They also know that they are not allowed to go outside without an adult and that they must not go to the toilet without telling an adult and going with a buddy. They are learning about healthy lifestyles as they choose from a wide range of nutritious snacks, such as cheese, rice cakes, fruit and vegetables and take part in themed activities about fruit. They know why they have to wash their hands before eating and after the toilet and use soap and hand dryers to prevent cross infection. They enjoy regular exercise outdoors with a variety of equipment.

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

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