

Hollybrook Kidz Club

Inspection report for early years provision

Unique reference number EY416801
Inspection date 08/02/2011
Inspector Michele Beasley

Setting address Hollybrook Middle School, Seagarth Lane, 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

Hollybrook Kidz Club first registered in 2008 and re-registered in 2010. It is one of many settings owned by Kidz Play (UK) Limited. The club operates from Hollybrook Middle school and children have access to the school hall and an adjacent classroom. The setting operates during school term-time only. The breakfast club is open each weekday from 7.30am until 8.40am and the after school club is open from 3.30pm until 6.00pm. All children have access to an outdoor play area.

The setting is registered to care for a maximum of 40 children aged from four years to under eight years at any one time. Currently the setting has 50 children on roll. Older children up to the age of 12 years may also attend. There are three qualified members of staff employed. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision receives support from the Early Years Partnership

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The after school club is organised and planned to meet the Early Years Foundation Stage and mostly the individual needs of the children attending. There is a strong focus on involving all children in the decision making and encouraging them to reflect and evaluate the daily provision. Staff recognise some strengths and weaknesses of the setting to maintain continual improvements, they promote children's welfare and support their learning; whilst encouraging opportunities for relaxation, socialisation and have fun.

What steps need to be taken to improve provision further?

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

- provide a range of fiction and non-fiction books suitable for younger children
- further develop behaviour strategies to encompass children's age and stage of development and their individual needs
- develop systems of self-evaluation to identify and maintain continuous improvement

The effectiveness of leadership and management of the early years provision

The after school club has implemented routines to ensure children are safeguarded. Children attend from the school where the club is situated, on arrival

a register is taken. The premises are very secure and children have a brightly decorated base classroom to play in. Sometimes they use the school hall. They freely use the fully enclosed outdoor play area during the session. All visitors to the setting sign a visitors book. Parents sign to confirm the children's time of departure.

The club has comprehensive policies and procedures which are available for all parents. The policies include a clear process for managing any complaints and for referring any concerns for children's welfare. Staff have written records of risk assessments. The club has established effective fire drill routines and children are eager to confirm that they know what to do. There are fully planned procedures for administering medication, for treating and recording any accidents, and for meeting children's individual health needs. This ensures children's welfare and safety is safeguarded.

Staff show a good understanding and knowledge of the Early Years Foundation Stage and there is a commitment to support and continual training. There are regular staff appraisals. There is a system in place to evaluate the activities, these are clearly linked to the areas of learning and next steps identified show plans to progress the children.

Staff believe that the children's learning is enhanced through regular conversation, especially when they are happy and involved as a group. They recognise and talk about differences and they learn to understand each other because staff show an open attitude and use explanation. Staff are willing and able to accommodate the different abilities and needs of children. They have a wide range of experience and some are qualified to degree level.

The after school club has a full range of resources stored on the premises; these are varied every day to provide the activities that children choose. Staff prepare for the session, they provide some play equipment, and children can readily access the storage area to make their spontaneous choices; for example, craft materials. Children talk to staff continually about what they are doing and how they will manage.

The setting has very positive links with the school in which the club takes place. There is also regular guidance from management and the club has completed a evaluation and assessment of the provision. However, not all strengths and weakness have been identified therefore this limits the capacity to improve in some areas. Parents fill out questionnaires, they show overwhelming support for the effort of the staff and they know how much their children enjoy attending. They know the club promotes friendship and building relationships as well as learning through play. Parents readily provide information about children and sign all permission forms. They are aware that they can see all documentation and they know staff are willing to share information on a daily basis; positive relationships are formed from the start.

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

Children show they have developed close relationships with staff, they are affectionate when they arrive and there is a clear sense of belonging. They are happy in the environment; they know that they are valued and that they can make decisions and have their voices heard. Children openly share their ideas and thoughts at registration time. Parents and children regularly give written feedback about the club on questionnaires. Children are encouraged to comment on their experiences and evaluate or suggest changes. Staff recognise children's progress and they have documented observations and assessments for children in the early years age range. Teachers from the school add their comments and parents contribute.

Staff prepare for spontaneous play; they help and support children, becoming involved only when children need or request them to do so. For example, children are industrious for long periods of time making fantastic replicas of objects such as a quiver with bows and arrows out of cardboard, string, sellotape and staples. Children ask for help if they cannot find the end of the sellotape or need another stapler for their friend. Staff praise the children on their efforts and listen intently to the story behind the model making. Children carry out dance routines on an electronic dance mat and make Valentine cards for someone they care about.

Photographs show children enjoying science. They make volcanoes by mixing together vinegar, food colouring, and soda they delight in watching the ingredients erupt. Books are available for children representing diversity and culture and displays such as Chinese New Year and flags from around the world enrich children's knowledge about the wider world they live in. However, story books for younger children are limited, consequently this limits children's enrichment of reading.

Children show enthusiasm for being a helper for the day. They lay the table for a healthy snack and help prepare foods. Children use knives under supervision to butter toast and toppings. They understand about cleanliness washing their hands without being prompted. Children make choices and learn to politely pass each other items. They learn to socialise, communicate and practise their table manners. Children sit with staff and build with construction bricks, they talk about aeroplanes and helpfully find the correct pieces for each other. They can find paper and card, they use scissors freely and decisively join items together, stating that it is an 'Iron Man' mask.

Children have helped to decide the club rules and these are displayed. Behaviour from the majority of children is very good in the setting. However, there are a small minority of older children whose behaviour has started to impact on the younger children. Staff are aware of this and are putting together strategies to manage their behaviour. Children know they must tell staff when they use the toilets. They understand when appliances such as the toaster is on because staff inform them. Children respond and help to clear up, which shows their responsibility and ownership of the club. They are eager to explain how the fire

drills take place and where they go; they know that this is important if there is a real fire. Children use the enclosed school grounds for out door play they enjoy making up their own games, play hockey and use hoops. This maintains a positive approach to being healthy.

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