

# Townhill Kidz Club

Inspection report for early years provision

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**Unique reference number** EY416804  
**Inspection date** 01/03/2011  
**Inspector** Penny Wood

**Setting address** Townhill Childrens Centre, Cutbush Lane, SOUTHAMPTON,  
SO18 2GF  
**Telephone number** 07549 154 610  
**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).

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

Townhill Park Kidz Club was re-registered in 2010. It is one of 15 settings owned by Kidz Play (UK) Limited. The setting operates within the Sure Start building, in the grounds of Townhill Junior School, in the Townhill Park area of Southampton. All children have access to an outdoor play area. Children who attend Townhill Junior School may attend.

The breakfast club operates between 7.30am and 8.45am and the after school club operates between 3.00pm and 6.00pm each week day during school term-time only. The setting is registered to care for a maximum of 24 children aged from four years to under eight years at any one time, all of whom may be in the early years age group. Older children up to the age of 12 years may also attend. There are currently 55 children on roll, aged between four and 12 years old.

The setting employs four members of staff to work with the children. Of these, two hold a suitable childcare qualification and two are currently working towards a recognised early years qualification. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are at ease within the setting and experience a good range of activities and play opportunities, which promote their development well. The setting promotes inclusion and good systems are in place to enable staff to meet children's individual needs. Safeguarding is a priority within the group and is promoted exceptionally well by the knowledgeable staff. Excellent partnerships ensure parents are well informed and play an active role within children's learning and development. Furthermore, staff have developed exceptional links with the school. Good strategies are in place to evaluate provision and to continually develop practice.

## What steps need to be taken to improve provision further?

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

- encourage staff to fully interact with children in order to promote their learning and development through discussion and skilled questioning techniques.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded exceptionally well because the staff have an excellent understanding of their child protection policies and procedures. Robust recruitment procedures ensure staff are suitable to work with children. Staff undergo a thorough induction procedure, which ensures they are fully aware of their role and responsibilities. High quality risk assessment procedures ensure the premises are safe and suitable for children. Staff are particularly vigilant in ensuring the safety of the premises on arrival because the room is used by other groups. On outings, staff visually assess areas, such as play parks, prior to use and children are aware not to start playing until the areas have been checked. The provision of high visibility jackets enables staff to supervise children effectively when playing. Exceptionally thorough systems are in place to ensure children's welfare is safeguarded in relation to their allergies and individual dietary needs.

Good use is made of training opportunities, with qualifications in first aid and child protection attained for all staff within six months of joining the setting. Staff are supported well to gain a relevant play work qualification. Staff evaluate their provision effectively and have a good understanding of their strengths and weaknesses. Feedback is welcomed and information gained from parents and children is used to inform future practice. Regular meetings are held between the managers of all the settings within the company, which enable them to share good practice. The setting welcomes support from a development worker. Staff evaluate their procedures and activities well and annual staff appraisals are conducted with aims for professional development put in place. Resources are used effectively. For example, activities are well-resourced, children experience a good variety of opportunities and the staff encourage visitors to the setting to share their knowledge and experiences with children.

Very good systems are in place to support children with special educational needs and/or disabilities and children for whom English is an additional language. At present there are no such children on roll. Staff promote excellent relationships with the school, which support them in meeting children's individual needs. Extensive systems are in place to share information relating to children's development with children's teachers and information is used to plan for children's future development within the setting. Parents play an active role within the setting of children's targets for their next steps. Comprehensive systems are in place to gain information relating to children's abilities on joining the setting. Parents have access to an excellent range of information. For example, they receive a comprehensive prospectus and information is readily displayed within the room. Comprehensive information is gained from parents relating to children's individual needs, which enable staff to adapt their provision accordingly. Parents comment that they are very happy with the service provided.

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

Children's personal, social and emotional development is promoted well within the group. Children are clearly very happy and extremely at ease with the staff. They display a strong sense of security within the setting. Children's sense of belonging is fostered by staff and children's contribution during the routines is valued. On arrival to the setting children sit exceptionally well in a group while staff explain to them what activities are available and provide time for the children to share their school day with others. Children behave well, sitting together and listening to each other during this time. The weekly award of certificates for being kind, helpful and for volunteering promotes positive behaviour within the setting.

Children experience a good range of play opportunities, which encourage their development across the six areas of learning. Staff comprehensively monitor children's development, with thorough planning systems and assessment records in place. Clear targets are in place to support children in making good progress. The provision of activities take into consideration children's interests and children are free to request activities of their choosing, such as requesting computer games. Generally staff deploy themselves well to support children in their play. However, they do not consistently interact with children through skilled questioning techniques and discussion in order to actively extend their learning.

Children enjoy participating in craft activities, where they talk about making birthday cards for each other and enjoy opportunities to develop their writing skills. Activities are well resourced and allow children to make choices and follow their own interests. Children enjoy playing an active part in routines. For example, they enjoy being a daily helper whereby they record what children have eaten and help the younger ones in preparing their snacks. Children of all ages come together well and are building good friendships. They cooperate, share and take turns in their play. Within their role play they enjoy taking on different personas with small world people, such as pirates. Staff are keen to ensure that children do not miss out on opportunities when they attend the after school club. For example, on occasion they visit the ice cream van and staff escort children from school at the end of their extra curriculum activities.

Children enjoy a good balance of indoor and outdoor play. They benefit from excellent opportunities to lead a healthy lifestyle. They are free to access the outdoor area, which allows them space to let off some energy and to participate in activities, such as sand, water and painting. They visit local play parks and are able to use the school facilities, which enable them to develop their physical skills. Children comment that they enjoy being able to play outside with their friends. Children benefit from excellent opportunities to access healthy options at snack time. They are fully aware of their individual dietary needs and what foods they have to avoid. Children eagerly wash their hands before they eat, which effectively reduce the spread of germs. They talk about cleaning their hands to wash away the germs. Water is readily available, which enables children to see to their own needs when thirsty.

Children are gaining an excellent understanding of danger. They are encouraged to risk assess the premises, which encourage them to gain a further awareness of hazards. They tidy away toys when they have finished reducing trip hazards within the room. They regularly practice the emergency evacuation procedure and confidently talk about the action to take should the alarms be triggered.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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