

# St Andrews Kids Club

Inspection report for early years provision

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**Unique reference number** EY270764  
**Inspection date** 08/03/2011  
**Inspector** Janet Keeling

**Setting address** St Andrews CE Methodist Primary School, Pentland Road,  
Dronfield Woodhouse, Dronfield, Derbyshire, S18 8ZQ  
**Telephone number** 07792908318  
**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

St Andrews Kids Club opened in 2003. The setting is run by a voluntary management committee and operates from the main hall and veranda room in St Andrews Primary School in Dronfield Woodhouse, Derbyshire. Children have access to the school playground. The setting serves children and families from the local and surrounding areas.

A maximum of 32 children from three to under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 96 children on roll, of these, nine children are in the early years age group. Children attend for a variety of sessions. The setting is open Monday to Friday from 7.45am to 8.50am and from 3.15pm to 6pm during school term time. The setting operates Monday to Friday from 8am to 6pm during school holidays.

The setting is able to support children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are six members of staff who work directly with the children. Of these, two hold a qualification at level 4 in early years and three hold a qualification at level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, confident and relish their time at this lively setting. They engage in an extensive range of enjoyable and challenging activities which fully support their interests and learning needs. Staff work cohesively as a team and offer a fully inclusive service where the uniqueness of every child is recognised and celebrated. Highly successful partnerships with parents and the host school have been firmly established, ensuring children's individual needs are fully supported. The setting is led and managed by an experienced, highly motivated and enthusiastic manager who has attained outstanding levels of care and support for all children attending the setting. The setting shows an excellent ability to continually review and expand their exceptional practice.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing the two way flow of information with parents with regards to access to all written records.

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

Excellent priority is given to safeguarding children. All staff have a comprehensive understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Staff are extremely competent, caring and demonstrate an excellent understanding of their roles and responsibilities. There are robust recruitment and vetting procedures in place and valuable appraisal systems, which encourage the continued professional development of all staff. The setting maintains comprehensive policies, procedures and records to support the safe and effective management of the provision. Detailed risk assessments are completed and cover all aspects of the learning environment and outings. The deployment of resources is outstanding. The environment both indoors and outdoors is exceptionally well organised and provides an extensive range of enjoyable and challenging opportunities for all children. Staff are deployed effectively to ensure children are supervised safely at all times. Resources and equipment are fully accessible and, as a result, there are excellent opportunities for children to make choices and to take responsibility for their own play and enjoyment. Outstanding outcomes for children are attributed to the excellent use of time, space and resources.

The manager has a very clear vision for the setting and demonstrates an inspiring commitment to further enhancing the quality and outcomes for all children. Through the effective use of their self-evaluation system and the regular use of parent questionnaires, the staff competently identify the setting's strengths and areas for development. Currently, the manager is looking at a more effective way to ensure parents not only verbally acknowledge a child's accident report, but also consistently access and sign their child's accident record. Weekly team meetings provide valuable opportunities for staff to reflect on their practice, discuss training and to share their views and ideas. Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through planned activities, the use of role play equipment and through open discussion between staff and children. All children are unquestionably included and integrated. Children's individual identities are nurtured and staff are dedicated to adapting the provision to meet the changing needs of the children who attend. Excellent links have been established with the host school through the outstanding implementation of the key person system, which ensures continuity of care and support for all children.

Partnerships with parents are outstanding. Staff dedicate time getting to know the children and their families, fostering excellent relationships and helping to ensure that children feel safe and secure. The relaxed and friendly way that daily information about activities is exchanged ensures that all children's changing needs are consistently met. Parents receive an information pack before their child starts. They are very well informed regarding their children's care and are aware that they can speak to their child's key person or any member of staff at anytime. They can access a wealth of information regarding the running of the setting through the use of a parents' notice board and monthly newsletters. They are also invited to attend committee meetings. Parents expressed very positive views during the

inspection, such as, 'staff are friendly, supportive and flexible in meeting our childcare needs'.

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

The environment is welcoming, vibrant and energetic. Children are happy, confident and have excellent opportunities to take responsibility for their own play and learning. They work independently and in groups and share their ideas with staff and their peers through the regular children's meetings. Staff are positive role models and their interaction with the children is commendable. They spend quality time supporting children as they play and are genuinely interested in what they say. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have an exceptional knowledge of each child's individual needs. They observe and assess children as they play and can competently say how their individual needs and interests will be met. Children who are within the Early Years Foundation Stage have detailed 'celebration folders', which record children's achievements towards the early learning goals. These folders are completed in partnership with the child's key person and their parents and carers. They are also shared regularly with the child's foundation stage teacher.

On arrival children receive a very warm welcome from staff, who engage them in discussion about their day at school. Children are familiar with the daily routine. They put away their coats and bags before settling down to chat eagerly with their friends and staff about their day's news. Once registration is completed children are invited to choose their own activities and follow their own interests. For example, children access the role play setting, which is currently set out as a police station, with excitement. They enthusiastically answer emergency calls on the telephone and confidently recall their knowledge of stranger danger. Children also enjoy playing at the craft table, where they can cut and glue hats and talk together about their designs. They show that they can cooperate well as they share ideas and equipment. Children relish outdoor play opportunities, and they readily engage in team games, pedal bikes, balance on stilts, play with sand or negotiate the fixed play equipment. Children have developed wonderful friendships with their peers and are extremely supportive of each other. Those children attending the holiday sessions participate in an excellent range of exciting activities. For example, they make fruit smoothies, eagerly participate in science projects and engage in obstacle courses. They visit the park where they enjoy the challenges of the fixed play equipment and also explore the local woods, where they build dens and look for mini beasts using magnifying glasses.

Children's contributions and achievements are fully recognised and celebrated. They are polite, extremely well mannered and show concern for each other as they play and interact together. They behave in a manner that is supportive of their learning and develop confidence and self-esteem because staff give regular praise, encouragement and support. They are fully aware of the setting's rules, which include 'be kind, polite and respectful towards others', 'be patient' and 'respect equipment'. Their knowledge and understanding of the world is enhanced as they

access resources which are representative of diversity. Good hygiene procedures and practices ensure that children are kept free from infection. Healthy eating is promoted extremely well as the children access an excellent range of healthy foods at snack time. Drinking water is readily available to the children throughout the session, ensuring that they remain hydrated. They develop an outstanding awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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