

Skool Kidz @ St Saviour's Junior School

Inspection report for early years provision

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Inspector Fiona Robinson

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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

Skool Kidz at St Saviour's Junior School was first registered in 2005 to provide out of school care. The management organisation also have responsibility for a further seven settings registered in the name of Skool Kidz. It is located in the self-contained canteen at St Saviour's School, in Larkhall, Bath. There is disability access to the building. All children have access to a secure, enclosed outdoor play area. Children attend the club from a number of local schools. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The club may care for no more than 24 children from three years to under eight years at any one time. This includes the before and after school club and the holiday play scheme. A maximum of 24 children may attend the club at any one time, of whom, no more than 24 may be in the early years age group. There are currently 85 children on roll for the before and after school club, of whom, three are in the early years age range. There are currently 60 children on roll for the holiday play scheme. The club operates during term time from Monday to Friday from 3.15pm until 6.30pm. During holidays the club opens from 8.15am and closes at 6.30pm. Children attend for a variety of the sessions on offer.

The club employs five staff, most of whom hold appropriate early years National Vocational Qualifications (NVQ). One holds an Early Years Foundation Stage degree and a NVQ at level 6; two hold level 4; one holds level 2; and another member of staff is working towards level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Skool Kids is good. Children achieve very well because they are fully included in a wide range of interesting activities. Staff are very skilled at increasing children's understanding of healthy eating. There are excellent links with parents and carers and the host school, and information is shared very effectively. The manager and staff have a good knowledge of the club's strengths and areas for improvement, such as developing resources in technology. There is a good record of continued improvement and the club has the capacity to improve well in the future.

What steps need to be taken to improve provision further?

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

- develop further the range and use of technology to support children's learning and development
- extend the opportunities for children to explore and investigate their natural

environment.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding and child protection issues. Children are cared for in a safe and secure environment and there are robust collection procedures in place, which are known and understood by parents and carers. Staff are vigilant in supervising children to ensure they remain safe indoors and outdoors. Comprehensive policies and procedures are implemented to ensure children's safety. Risk assessments are carried out regularly to minimise danger. There are rigorous staff recruitment and vetting procedures in place. Effective use is made of the outside play space. Children use a good range of equipment that is safe and suitable for their age. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine.

The club is well-led and managed and staff meet regularly to discuss planning and share information with one another. There are good self-evaluation procedures in place for identifying what works well and areas for improvement. The views of parents and carers are taken into consideration when identifying priorities for planning and areas for development. Good progress has been made in addressing the recommendations of the previous inspection. In particular, monitoring and evaluation systems have been developed well and parents and carers are kept very well-informed of their children's achievements and progress. Staff work well as a team and make effective use of a good range of resources to support children's play. They actively promote equality and diversity and ensure that children are fully integrated into activities and the celebration of festivals such as Diwali, Christmas and the Chinese New Year. The layout and organisation of the outdoor area is well-developed; however planning shows that opportunities for children to explore, solve problems and investigate their natural environment are not fully developed. In addition, younger children are not fully involved in recording their own experiences, which impacts on their ability to recognise their progress over time. Staff work hard to enrich their existing qualifications and experiences and regularly attend courses.

Partnerships with parents and carers and the host school are outstanding. Feedback from parents and carers indicates that staff are very caring and enthusiastic and that communication is excellent. Staff involve them in the children's comprehensive newsletters, the parents' notice board and the club website. They are very appreciative of the opportunity to share their children's achievement and progress via their individual learning journey booklets. Parents and carers are very supportive of the wide range of trips and visits children experience during holidays. The relationship with the host school is excellent and the children benefit from the use of the playground and outdoor area. Staff liaise regularly with children's parents and carers and staff at the school. They are experienced in caring for children with special educational needs and/or disabilities, and those who speak English as an additional language. They also ensure a smooth transition for children to and from school.

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

Children benefit from well-planned activities and achieve very well. Staff value the children's interests and ideas and include these in activities. Children are well-supported in their play and they enjoy learning through topics, such as 'Around the World' and 'Dinosaurs'. They experience an excellent range of trips and visits to the Botanical Gardens, Wardour Castle and the seaside during holidays.

Children are very well-behaved and have excellent relationships with one another. They treat each other with great care and courtesy and cooperate very well as they build a den in the indoor environment. Staff have high expectations of children's behaviour and involve them in writing the club rules. They encourage them to be independent and confident in their choice of indoor and outdoor activities. Children have an excellent appreciation of other cultures through their study of countries, such as India, China and Australia. They enjoy designing henna hand patterns as part of their Diwali celebrations.

Children have an excellent understanding of keeping themselves healthy. They learn how to make healthy choices at snack time and help to prepare fruit salads and fruit kebabs. They develop their physical skills very well as they climb, balance and stretch on the assault course. They recognise that physical exercise helps to keep them fit and regularly participate in games of football, tennis and dodge ball. They learn how to use equipment safely as they prepare Greek salads and smoothies. They benefit from talks on fire and road safety from the fire and police services, and feel safe and secure at the club. They have a good understanding of keeping themselves and others safe.

Children are very keen and enthusiastic to come to the club. Their creative development is promoted very well as they paint African sunset pictures and use pen and ink carefully for their Chinese artwork. They also complete some good quality paintings for their art gallery using Aboriginal art techniques. They enjoy dressing up for role play and serving one another in their shop. There is free-flow access to the outside area; however opportunities for children to explore, problem solve and investigate the natural environment are not fully exploited and impact on the development of these skills. Children make good progress with their literacy skills and enjoy looking at books and researching information. Opportunities to use the computer and technology are welcomed. However, the youngest children do not make full use of the digital camera in their activities to record their own work. Children cooperate very well as they play parachute games and design and make models of space ships and sailing boats. They have fun painting patterns on tiles and carefully complete their own self-portraits. They tunefully sing songs such as 'Twinkle, Twinkle, Little Star' and skilfully develop their own dance routines. They talk with enthusiasm about playing games in the park and the Ghost Walk around Bath. Children develop their counting skills well through their involvement in tabletop games. Overall, they are prepared well for future learning experiences and life outside the school day.

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	1
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	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

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	1
The extent to which children make a positive contribution	1
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