

Crafty Kidz Club

Inspection report for early years provision

Unique reference number 223207
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Inspector Parm Sansoyer

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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

Crafty Kidz Club was registered with Ofsted in 1999 and is privately owned. It operates from the main hall in Woodcote School in Ashby-de-la-Zouch, Leicestershire. The club serves children attending the host school and other schools in the local area.

The club is open Monday to Friday during school term time from 3pm to 6pm. It operates during school holidays on weekdays from 8am to 5.30pm. The club is registered to care for a maximum of 48 children aged between three and eight years at any one time. There are currently 127 children on roll, of whom 19 are in the early years age group and 80 children are aged between five and eight years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. Of these, one holds a National Vocational Qualification (NVQ) at level four, two members of staff hold NVQs at level three and two others hold NVQs at level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are comfortably settled and enjoy this exciting learning environment. They have strong support from experienced and knowledgeable staff, who help children achieve well in many areas of learning. All children are valued and form positive relationships with others. Children are supervised well because all of the staff team have a good knowledge of child protection issues and health and safety policies. Relationships with parents, carers, local schools and other agencies are strong. A strong commitment to continuous improvement helps improve outcomes for children. The club is well placed to improve in the future.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to engage in a full range of experiences in which they encounter creatures, people, plants and objects in their natural environment and real life situations.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. There are clear policies, strategies and procedures in place to ensure the welfare of all children. All staff clearly understand their roles

and responsibilities and are well trained. There are effective recruitment and induction procedures in place to ensure all adults caring for children or having unsupervised access to them are qualified, suitably vetted and experienced. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. A well-motivated staff team supervise children well and give high priority to keeping children safe. They complete thorough, written risk assessments of the indoor and outdoor environment and of any outings.

Staff arrange a highly organised programme of activities, so that all children benefit from purposeful play and exploration. They plan a broad range of experiences based on children's interests and children enjoy and achieve well. This results in children being active and creative learners. All adults are deployed effectively and children are assigned a key person and a key group, which means staff know the children well and offer effective levels of support and interaction. All children are encouraged to participate fully in all the club has to offer. Children with special educational needs are also included, valued and supported well.

Those in charge are ambitious for the club, and this enthusiasm is shared by all staff. There is a strong commitment to continuous improvement and many of the staff are supported well to further raise their skills and qualifications. The staff team work collaboratively to share knowledge, question practice and test new ideas. Self-evaluation is ongoing, accurate, realistic and challenging and involves the views of both parents and their children.

Partnerships with parents and carers are good. Parents receive detailed information about the club's events and its policies and feel staff are approachable. Notice boards are used well to keep parents updated and to share information about the club. Links with the host school and with the other schools that children attend are strong and help provide continuity of care for children. The club has established collaborative working links with other agencies and this secures good support for children attending.

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

Children's personal, social and emotional development is fostered well. All children have established caring relationships with both staff and each other. They show a real sense of belonging and thoroughly enjoy the day's routine. Staff use positive strategies to help children understand and learn what is right and wrong. For example, every term children work to targets to improve their cooperation skills and receive stickers for exemplary behaviour. Children increase their independence as they freely move around the environment and help themselves at snack time. Children are encouraged to share their ideas and views about the club through regular discussions and a much used suggestion box.

Children's communication, language and literacy skills are supported well. They spontaneously interact with adults, who skilfully engage them in conversation during activities about what they are doing and how they are feeling. Children

have good opportunities to increase their reading skills and show a clear enjoyment for books. They value the comfortable space that has been set aside for them to share stories and relax. In addition, the puppet theatre encourages a real interest amongst children in familiar stories and gives them the opportunity to create their own. Many children freely choose to colour, draw and write, and they show sustained levels of interest in their creations. Children have good opportunities to use a range of information and communication technology equipment, including programmable toys and torches. They are introduced to a good variety of cultures through themed activities and a range of books, puzzles, visual aids and resources. Children have some opportunities to observe changes in their natural environment through walks in the school field. However, opportunities for children to engage in a full range of experiences in which they observe and explore creatures, people, plants and objects in their natural environment are more limited. Children's problem solving, reasoning and numeracy skills are building well. They seek patterns, count, sort and match using a full range of challenging equipment and resources. Children thoroughly enjoy the varied range of construction toys on offer and show good levels of involvement in their play.

Children have an outstanding appreciation of healthy lifestyles. They show an excellent understanding of the benefits of healthy eating and consciously make nutritionally sound choices at mealtimes. The club places a great amount of thought into the meals provided. For example, winter and summer menus are used, and expert nutritional advice is sought and acted upon to ensure all meals are freshly prepared, well balanced and nutritious. Children benefit greatly from the wide range of physical activities, both indoors and out, and gain a full understanding about the importance of regular exercise. The children have a positive attitude towards physical activities and they thoroughly enjoy what is available. For example, all children cheer in delight as they are informed of the penalty shoot out they will take part in and many children spend much of their time indoors doing handstands, cartwheels and balancing on the mats. Ongoing discussions with staff encourage children to understand dangers and how to avoid them. The key person system ensures all children feel safe and valued at all times. Children are active, inquisitive and independent learners and this contributes significantly to helping them develop important skills for the future.

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	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