

The Village Kids Club @ Washingborough

Inspection report for early years provision

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Inspection date	01/04/2011
Inspector	Andrew Clark

Setting address	County Primary School, School Lane, Washingborough, LINCOLN, LN4 1BW
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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

The Village Kids Club at Washingborough was registered in 2010 and is run by a private company. The club operates from the hall at Washingborough Foundation Primary School, Washingborough, Lincolnshire.

The club is open Monday to Friday from 3.15pm to 6pm during term time and 8am to 6pm during school holidays. The club supports children with special educational needs and/or disabilities. A maximum of 32 children aged under eight years may attend the club at any one time. The club currently takes children from three to eight years of age. Older children may also attend. There are currently 30 children on roll aged eight and under, of which three are in the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work regularly with the children. The manager holds a degree level qualification in early years and her deputy holds a qualification at level 3. The club has access to further trained staff as required. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Village Kids Club at Washingborough offers an inclusive service and everyone, including those with special educational needs and/or disabilities, makes good progress in their learning and development. Children enjoy a wide range of play opportunities, both indoors and outside, and these meet their needs well. Reflective and focused leadership and a friendly and professional staff ensure outcomes for children are good. Parents and carers hold the club in high regard and staff value their opinions. Staff are committed to developing the self-evaluation process, which demonstrates that the club has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop further the self-evaluation processes to ensure all staff work collaboratively to share knowledge, question practice and test new ideas.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding are good. The club has robust recruitment and vetting procedures in place to ensure all staff are suitable to work with children. Staff training for all aspects of protecting children's well-being is regularly evaluated and

updated and this results in a very knowledgeable team. The club has robust policies and procedures to monitor children's safety at all times. There are good procedures for the administration of medication, recording accidents and injuries and for fire practices. Risk assessments cover the whole environment and ensure that the club and its resources are highly suitable and safe. Records are well maintained and securely stored.

The manager sets a clear direction and staff's high expectations are evident throughout the club's work. Staff are ambitious for the club and committed to improving children's outcomes. The efficient organisation of the club contributes well to children's welfare and the progress they make. Self-evaluation is largely accurate and generally well informed by the views of staff, parents, carers and children. However, systems to ensure all staff work systematically within the club to share knowledge, question practice and test new ideas are not yet fully embedded. The promotion of equality of opportunity and diversity is good. Staff are well trained and effective in identifying any barriers to children's success, such as speech and language difficulties, and draw on their own skills and those of specialist support agencies to overcome them.

There are good partnerships with parents and carers, who are enthusiastic about the care and support the club provides for their children. They receive regular information on their children's progress and daily routines. Parents and carers are particularly pleased with the friendliness and approachability of all staff. The close partnership with the host school contributes well to children's continuity of care and learning. Staff work effectively with other agencies and settings to access support and specialist advice, which ensures all children's needs are well met.

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

Children are happy and engaged from the moment they enter the club. They move between activities independently and develop good levels of self-confidence. Staff make good use of attractive resources, including information and communication technology equipment, to promote learning and to engage children in decision making. For example, children are encouraged to offer their ideas at planning meetings and staff use their record books to ensure future activities are linked to interests, topical themes and abilities. The staff make observations of children's achievements, which they then share with parents and carers.

Children feel safe and behave well during sessions. They understand that certain rules are in place for their safety and move around the environment calmly and sensibly. Their positive contribution is good as they treat staff and each other with kindness and consideration. Children benefit from participating in charitable activities and have recently learnt some sign language. Children are inquisitive and enjoy finding out more about the world around them from a wide range of visits and visitors. For example, they have the opportunity to learn circus skills and take part in puppet workshops. Children's literacy and numeracy skills are promoted well through songs, puzzles and games. Adults participate well in children's role play to increase their understanding, question their thoughts and extend scenarios.

They encourage children well and help them to express their ideas. Children celebrate a number of religious and cultural festivals and access a good range of toys and other resources that promote positive images of the diversity of their world. For example, they produce good quality creative work when looking at Chinese writing and art work during the Chinese New Year.

The development of children's healthy lifestyles is good. Staff are well informed about nutrition and are trained in food hygiene. Children are regularly involved in preparing a good range of fruit and vegetable snacks, which they enjoy. They wash their hands before eating and happily tidy away afterwards. Water is constantly available and children know they can help themselves when they wish. The club benefits from close partnerships with the host school and, as a result, there are good opportunities for children to climb, roll, run, jump and dance to promote their physical development. There are well planned spaces for children to relax and pursue quiet activities. As a result of the good quality of provision children's needs are met well overall.

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