

Gildersome KOOSH Club

Inspection report for early years provision

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Inspector Shazaad Ashad

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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

Gildersome Koosh Club was registered in 2009. The setting is part of Kaleidoscope Day Nurseries Limited. The company has other Nurseries and Out of School clubs across the areas of Leeds and York. The setting operates from the Gildersome and Drighlington Children's centre within the grounds of Gildersome Primary school. The setting has use of the outdoor play area attached to the children's centre.

A maximum of 30 children may attend the setting at any one time and there are currently seven children on roll in the early years age range. The setting is open each week day from 7:30am to 9am and 3pm to 6pm term time only. Holiday provision is offered at another site nearby. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. The setting receives support from the local authority.

The club employs three staff. Staff have either a childcare or play work qualification to level three. The leader holds a level four qualification and another member of staff has a teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the club and develop positive relationships with one another. They are interested and absorbed as they play with an interesting range of activities. Children are effectively cared for in a very well-resourced, welcoming and fully inclusive environment. Partnerships with parents are effective and partnerships with other settings are developing. The leadership is strong and staff identify strengths and areas for improvement. There is very good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the use of self-evaluation systems to build on strengths and to identify areas for further improvement around the Early Years Foundation Stage
- develop further systems to accurately monitor and assess children's learning and next steps of development
- develop further partnerships with other settings delivering the Early Years Foundation Stage in order to further promote continuity of care and children's learning.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues. Clear policies and procedures are effectively implemented, to ensure children are safeguarded from harm and neglect. Staff have a sound understanding of their role in child protection. There is an appropriately written policy and staff are aware of the action they are required to take should they have any concerns. There is a clear company recruitment policy in place, which ensures all staff are vetted to check their suitability. All relevant documentation is in place and clear policies and procedures cover all aspects of the provision. The stimulating and safe indoor and outdoor environments of the Children's Centre are well maintained. Risk assessments are carried out regularly, to keep children safe during all activities.

Facilities at the centre the setting shares are good, particularly the very appealing outdoor environment and conservatory playroom. Staff are well deployed to provide sufficient levels of support. Imaginative and effective use is made of resources within the Children's Centre to meet the needs of the children. Consequently, they actively promote equality and diversity and ensure children are fully integrated.

Partnerships with parents and carers are good. Parents receive regular information through discussion, questionnaires, newsletters and the policy handbook. They comment that staff are friendly, caring and approachable. Relationships with the schools it serves are developing and the setting benefits from partnership arrangements with the Children's Centre. There are developing arrangements in place to monitor the effectiveness of learning and development for children in their early years. The setting accept that this is an area for further development. The setting's self-evaluation gives the manager a good understanding of strengths and areas for development. The manager is supported by the management team. Together, they are committed to ensuring that continuing improvements have a real and positive impact on the experiences of those attending the after school club. The manager and staff value the views of children and parents and take these into consideration when identifying priorities for planning. The recommendations made at the last inspection have been fully implemented. Through effective leadership, the setting shows a very strong capacity to continually evolve and improve their services to the children.

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

The children are happy and enjoy the out of school club, joining in enthusiastically and independently choosing activities and resources for learning. Children are making good progress in their learning. Staff are developing links with others delivering the Early Years Foundation Stage requirements. There are a good range of learning opportunities to support children's development both inside and in the outdoor play areas. There are daily opportunities to breathe fresh air and take part in activities to promote physical fitness, such as football and other physical games.

Staff and resources are used effectively and efficiently within the setting, with careful deployment to ensure requirements are met and children are protected. Children can make suggestions for activities, such as during circle time they decide the rules for outdoor games.

Observations of children's learning, planning and assessment are developing well. However, next steps in their learning are not consistent in all assessments. Therefore, they do not fully identify future learning aims for each child in the early years age range.

Inclusion and developing children's awareness of diversity are built into the setting's ethos. Parental and staff involvement has provided a good range of activities and resources to support this. Children develop a sound understanding that people differ and that there is much fun in experiencing, sharing and enjoying cultural and religious celebrations that differ from their own. They explore different foods, music, clothes, games and festivals throughout the year. For example, children practise copying Chinese letters.

Older children are invited, which they readily accept, to assist with teaching younger children new skills, such as using the computer or helping them on bikes outdoors. All children are keen to learn, try new things and concentrate well to complete chosen tasks. For example, they patiently colour in books, use the role play and wait their turn to play the card game. Children are learning to look after themselves well and develop an awareness of the benefits of healthy life choices such as access to fresh air and exercise. Snack time is used to help children further their independence as they self-serve and eat foods that promote a healthy lifestyle. For example, they enjoy tuna, baked potatoes and fresh fruit.

Staff support children's safety sufficiently well through daily risk assessments, which identify and minimise potential hazards. Children participate in regular fire drills and learn how to keep themselves safe. There are opportunities for children to learn about keeping their bodies healthy. Children enjoy using the range of physical play equipment inside and this provides suitable physical exercise and challenges during sessions. They collaborate during activities, such as helping each other with the computer and craft games. These help children develop appropriate skills for the future and ensure that the time they spend at the setting is relaxed and fun.

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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