

kids United Out of School Club

Inspection report for early years provision

Unique reference number

EY344658

Inspection date

27/04/2011

Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kids United Out of school Club is one of three provisions which are privately owned and managed. It was registered in 2006 and operates from two classrooms and the main hall of St Augustine's Church of England Primary School, in Pendlebury, a suburb of Swinton in Salford, Greater Manchester. All children share access to a secure enclosed outdoor play area. It serves children who attend the school. A maximum of 32 children aged from three to under eight years may attend the setting at any one time. The setting also offers care to children aged eight to 11 years. The setting is open Monday to Friday from 7.45am to 9am and from 3pm to 5.45pm term time only.

There are currently 37 children on roll. Of these, 17 are under eight years and of these, 11 are within the early years age range. The setting supports children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs three members of staff who work directly with the children. Of these, the manager holds a National Vocational Qualification (NVQ) at level 3 in Playwork, one staff member holds an NVQ level 2 in Playwork and one is currently working towards an NVQ level 2 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the setting and benefit from a welcoming and inclusive environment where they are valued as unique individuals. An appropriate variety of activities and experiences are provided which meet the individual needs of the children. The setting has built friendly relationships with parents and carers and most information is shared appropriately. The setting shows a satisfactory capacity to improve overall, as systems to monitor and evaluate the service are in place; however, these are not yet fully developed. As a result, some of the documentation required for the safe and efficient management of the provision, in regards to complaints records, staff contact details and insurance documents have not been met, which is a breach of requirements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all records are easily accessible and available for inspection by Ofsted with regards, to the name, home address and telephone number of all staff employed on the premises and the written record of all complaints made and the action which was taken

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(Documentation) (also applies to both parts of the Childcare Register)

- provide evidence of a current public liability insurance certificate. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

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

- enhance the systems for sharing information with parents and carers and involving them in their child's continuous learning and development
- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Staff show a satisfactory understanding of the procedure to safeguard children and the settings safeguarding policy. Appropriate recruitment and employment procedures ensure that staff are suitable to work with children. Staff members are appropriately qualified and are deployed to ensure that children are supervised at all times and are made to feel secure and welcome. Most records, policies and procedures that support the setting to promote positive outcomes for children are appropriately organised and maintained. However, the setting was unable to provide evidence of a written record of all complaints made and the action which was taken or of the name, home address and telephone number of all staff employed on the premises. No evidence was available to demonstrate that the setting has current public liability insurance in place. These are all specific legal requirements of the Early Years Foundation Stage. Annual and daily risk assessments are undertaken to ensure the environment is always safe, clean and fit for use.

The staff team work well together and are aware of some of the areas for improvement, although the rigour of the current self-evaluation system and levels of monitoring and analysis, to improve the quality of the provision for children, are uneven. However, staff are at the early stages of embedding a more systematic process in liaison with their local authority advisor. Recommendations from the previous inspection have been successfully implemented, which has a positive impact on children's overall care. Staff work appropriately with other early years professionals, to share relevant information with other early years providers that the children attend to ensure continuity of care. Inclusive practice and equality policies and procedures are appropriately implemented throughout the setting and, as a result, each child's individual needs are recognised and supported. This is particularly true for children who speak English as an additional language. Resources are satisfactory, fit for purpose and support children in their development.

Staff form friendly relationships with parents and carers and regularly exchange information. For example, parents and carers have access to the policies and procedures of the setting and are given a welcome pack before their child starts. However, systems for sharing information with parents and carers on aspects of their child's learning and development are less well developed. Comments on parent's questionnaires show their appreciation of the care and education the staff give to their children and welcome the improvements to aspects of the provision that have been implemented.

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

Children are cared for in a welcoming indoor and outdoor environment. They arrive and immediately get involved in an activity of their choice. They have access to a satisfactory range of activities and experiences, which are appropriately supported by a range of easily accessible resources and equipment. The indoor play space is arranged effectively to provide levels of challenge appropriate to children's age and stage of development. Staff have a satisfactory knowledge of the Early Years Foundation Stage. Planning is flexible to adapt to the children's requests and covers all areas of learning. This helps children to make satisfactory progress towards the early learning goals in relation to their starting points and abilities. A newly introduced a system supports staff to monitor and record children's progress through observations and photographs.

Children have appropriate opportunities to use their writing skills as they draw and create pictures. They use language and imagination well, as they share their pictures of the forthcoming royal wedding with the adults. Children freely use their skills as they build with construction kits or use their physical skills in the outdoor area. They use mathematical language in everyday activities, for example, counting how many dolls hair they have cut and styled. Celebrations and festivals are carefully planned and through other activities, such as raising money for the victims of the Japanese earthquake, enhance children's awareness of the wider world. Children develop their technological skills as they use programmable toys and equipment. As well as this, children are encouraged to develop their understanding of recycling and sustainability as they use recycled materials, such as cardboard boxes and other materials. As a result, all children make satisfactory progress, enjoy themselves and are well-prepared for life outside the school day and future learning experiences.

Children are developing a satisfactory awareness of healthy lifestyles. They enjoy snack time, which includes an appropriate range of healthy snacks and have constant access to drinks. They have daily opportunities to use their physical skills through the planned daily outdoor activities using the schools facilities. Good hygiene routines are encouraged and children independently wash their hands at appropriate times. Children regularly practise the emergency evacuation procedure, which ensures they are aware of their own safety in the event of an emergency. Staff give praise to the children which supports their good behaviour and helps them to respect each other and the environment. All children are

included in all games and activities and each individual is made to feel special and valued.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- | | |
|--|------------|
| • take action as specified in the early years section of the report (Procedures for dealing with complaints) | 13/05/2011 |
| • take action as specified in the early years section of the report (Records to be kept) | 13/05/2011 |
| • take action as specified in the early years section of the report (Insurance) | 13/05/2011 |

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- | | |
|--|------------|
| • take action as specified in the early years section of the report (Procedures for dealing with complaints) | 13/05/2011 |
| • take action as specified in the early years section of the report (Records to be kept) | 13/05/2011 |
| • take action as specified in the early years section of the report (Insurance) | 13/05/2011 |