

Out of School Kids Club Ltd

Inspection report for early years provision

Unique reference number

EY314839

Inspection date

04/05/2011

Inspector

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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).

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

Out of School Kids Club Ltd is privately owned and managed and was registered in 2005. It operates from the school hall of Hunts Cross Primary School in Hunts Cross, Liverpool, Merseyside. Children also have access to secure school outdoor play areas. The setting is open Monday to Friday from 8am to 9am and from 3.15pm to 6pm in term time, and Monday to Friday from 8.30am to 5.30pm during school holidays. Children attend from the host school only.

A maximum of 24 children aged from four to under eight years may attend the setting at any one time. The setting also offers care for children aged eight to 11 years. There are currently 76 children on roll. Of these, 34 are under eight years and of these 11 are within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are five members of staff who work directly with the children. Of these, two hold a Diploma in Playwork, one holds a qualification at level 2 in Playwork and one holds a qualification at level 3 in early years. The setting receives support from the local authority and holds 'Aiming High' and 'Aiming Higher' quality assurance certificates.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Out of School Kids Club Ltd creates a welcoming and fully inclusive environment. Children's individual needs are well known to staff who effectively meet their needs and respect their uniqueness and individuality. As a result, children make good progress in their learning and development and their behaviour and attitude to learning is excellent. Children's care, welfare and safety are well promoted as a result of effective team working and clear policies and procedures. Staff work hard to build and maintain excellent relationships with parents and carers and overall, partnerships with other early years professionals are effective. Good systems for self-evaluation are in place demonstrating the setting's capacity for continuous 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 two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning.

The effectiveness of leadership and management of the early years provision

The welfare of children is given a high priority. Staff have a clear understanding of the procedures to be followed in order to safeguard children. Good recruitment, vetting and induction procedures are in place to ensure the suitability of all staff working with the children. Documentation is well maintained and regularly reviewed in order to promote the safe and efficient management of the setting. For example, staff complete annual and ongoing risk assessment checks to ensure the environment is safe, clean and fit for use. High staff ratios ensure children's safety and well-being.

Staff are committed to their role. They meet regularly to discuss the setting and children's development, and are committed to enhancing their skills and knowledge through ongoing training opportunities. The completion of recommendations raised at the last inspection and good self-evaluation and action planning demonstrates the setting's commitment to driving improvement and embedding ambition. Staff organise the space and resources well in order to provide the children with a fun environment where their learning and development is fostered. Staff have a good knowledge and understanding of individual children's needs and abilities which ensures that these are well met.

Partnerships with parents and carers are excellent. They have access to an extensive range of information such as the settings' policies and procedures, detailed notice boards, menu's and activity plans. Parents and carers spoken to confirm their complete satisfaction with the setting. Staff provide detailed feedback to parents and carers as they collect their children and they are encouraged to review and discuss their child's developmental records. Partnerships with other early years professionals are good, particularly for those children who have special educational needs and/or disabilities and who speak English as an additional language. A club handover book and individual note books for younger children are in place, which includes messages and specific issues relating to individual children's welfare needs. These are passed between the setting and teaching staff in the host school on a daily basis. However, these do not consistently include information about activities or individual children's progress and achievements in order to ensure a complementary curriculum and continuity of learning. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources. Children and their families are well supported and as a result, inclusion is well promoted.

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

Staff have a good and understanding of the learning and development requirements and use this knowledge to offer children access to a wide range of activities and experiences. An effective key person system is in place which ensures children feel safe and secure, and as a result, they make good progress in their learning and development. Key persons' undertake detailed observations of

children's progress and achievements, and use these effectively to complete developmental records. These are clearly linked to the areas of learning and show individual children's next steps.

Children arrive from school happy and eager to participate. Their opinions are highly valued, and they make a positive contribution to the setting and their enjoyment. For example, children confidently plan for and independently select activities on a daily basis and eagerly make suggestions for the setting's wish list. Older children attend club council meetings; feeding back to all children and seeking their views and suggestions. Children's behaviour is excellent. They share, take turns and play exceptionally well together. Children show very good levels of perseverance as they use table top resources to build and construct. Snack times are social occasions where children from different classes enjoy sitting together with staff and talking about their day. This helps children to communicate effectively. Children confidently negotiate and make suggestions during play. They have a good variety of opportunities to write, make marks and use books so their literacy skills are promoted. They enjoy listening to stories in the outdoor story area. Children develop good problem solving skills as they use table top activities. Creative skills are developing well, exemplified when children produce unique individual and group pieces, such as designing their own wedding dresses and making bunting for the recent Royal Wedding. They are engrossed in imaginary play using a good variety of small world resources and dressing up materials.

Children enjoy healthy snacks, and have access to fruit and drink at all times. They are aware of the need for good hygiene routines. These routines and access to fresh air and outdoor play opportunities ensure children's health; welfare and physical development are well promoted. Children are supported to develop an excellent awareness of their own safety and well-being. They take part in a varied and imaginative range of discussions on personal safety issues and show an outstanding understanding about the safe use of tools and equipment during their play. The activities and opportunities offered; staff interaction and commitment clearly supports the good development of children's 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	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	1
The extent to which children adopt healthy lifestyles	2
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