

Skamps Kids Klub

Inspection report for early years provision

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Inspector

Janet Keeling

Setting address

Canon Evans CE School, Derwent Road, Bedworth,
Warwickshire, CV12 8RT

Telephone number

07979 522342

Email

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

Skamps Kids Klub opened in February 2003 and is a privately owned setting. It operates from facilities at Canon Evans Infant School in Bedworth, Warwickshire. Children have access to the school playground and playing fields. The club is open to children attending the host school as well as children from Canon Maggs Junior School, which is situated next door to the infant school.

A maximum of 40 children from four years to under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 105 children on roll, of these, 11 children are within the early years age group. Children attend for a variety of sessions. The club opens Monday to Friday from 7.45am to 8.45am and from 3pm to 6pm during school term time only.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work directly with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3 and two hold NVQs at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and engage in a range of stimulating and enjoyable activities which take account of their interests and learning needs. Staff are caring, work well as a team and strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Staff share warm and friendly relationships with parents and have developed positive links with staff at the host school, ensuring continuity of care for all children. All staff demonstrate a positive commitment towards the sustained and continuous improvement of the setting, which is well placed to develop in the future.

What steps need to be taken to improve provision further?

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

- improve the process of self-evaluation in order to better identify the setting's strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding. Children are safeguarded by effective recruitment and vetting procedures, including effective procedures for the induction of new staff. All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Staff have a good understanding of health and safety issues and have written policies and procedures in place to support their practice. Risk assessments and daily checks are completed which cover all aspects of the environment and, as a result, hazards to children are minimised. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Emergency evacuation procedures are in place and staff ensure that regular fire drills are completed. The deployment of resources is good. For example, staff are effectively deployed to support the children's learning and welfare and make good use of space, despite using a shared building where they have to set up and clear away at the beginning and end of each session.

Staff are caring, work well together as a team and have a good understanding of their roles and responsibilities. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. For example, staff attend first aid, safeguarding and food hygiene courses on a rolling three year programme, which supports children's care and well-being. The manager and staff are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. Systems for monitoring the quality of the setting are developing. This means that staff do not yet have a full understanding of the setting's main strengths and areas for development. Equality and diversity are promoted well throughout the setting. This is successfully achieved through planned activities, access to resources which reflect diversity and through open discussion between staff and children.

Staff demonstrate a clear commitment to working in partnership with parents and carers and, as a result, partnerships with parents are very good. Children benefit from the friendly relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met. A parents' notice board ensures that parents and carers have access to information about the day to day running of the group. The club's policies and procedures are accessible at each session. Staff have developed positive links with other early years professionals at the host school and, as a result, children's care, learning and well-being are fully supported. Parents speak very highly of the service provided and say that their children are very happy and enjoy their time at the setting. They also commented on the very welcoming environment and the friendly and supportive staff.

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

Children benefit from a welcoming environment and from the calm and relaxed atmosphere. On admission to the setting all required documentation is completed which records children's individual needs, so that children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Staff have developed warm, trusting and relaxed relationships with the children. Children are confident with staff and are keen for them to join in with their activities. Staff know the children very well and observe and assess them as they play. They use the information gained to fully support each child's learning and interests. Children say that they are happy at the club, enjoy playing with their friends and have lots of fun. Children undoubtedly benefit from the friendly and caring staff, who spend quality time interacting and supporting them as they play.

On arrival at the group children receive a very warm welcome from staff. Children are familiar with the daily routine. They sign in, put away their coats and bags and chat eagerly to their friends and staff about their day's news. They are able to access a range of resources and activities which have been put out in readiness for their arrival. They follow their own interests as they enjoy a wide range of stimulating activities. For example, in the role play area there is great excitement as children access the doll's house. They chat together, share equipment and cooperate well as they play in harmony together. Another group of children enjoy a game of snakes and ladders while others enjoy a game of bingo. They relish outdoor play opportunities and play football, skilfully use the stilts and hoola hoops and enjoy the challenges of the trim trail equipment. They thoroughly enjoy art and craft work and are proud of their own achievements. For example, children immerse themselves in junk modelling activities, where they make a range of objects. There is great excitement and laughter as children draw portraits of staff and delight in showing them their creations. Children have developed good friendships with their peers and are extremely supportive of each other.

Children are polite, well mannered and show concern for each other as they play and interact together. They develop confidence and self-esteem because staff give regular praise, encouragement and support and as a result, their behaviour is good. They are aware of the setting's rules and respond positively to staff expectations. They have a good understanding of personal hygiene issues and develop good habits, such as hand-washing before they eat. The setting promotes healthy eating and encourages children to eat fresh fruit at snack time. Drinking water is available to the children throughout the session, ensuring they remain hydrated. They develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded about how to keep themselves safe while playing on the trim trail equipment and know that they must not leave the hall without telling a member of staff. They understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. Their contributions within the group are fully recognised and their sense of belonging is fostered very well.

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