

Creative Kidz St Johns

Inspection report for early years provision

Unique reference number EY418884
Inspection date 09/05/2011
Inspector Alison Large

Setting address St. John the Baptist School, Solomons Lane, Waltham Chase, SOUTHAMPTON, SO32 2LY
Telephone number 01329833141
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

Creative Kidz St Johns is one of six privately owned Out of School Clubs. It opened in 2010 and operates from rooms in St John the Baptist School in the Waltham Chase area of Hampshire. Children have access to the school grounds for outdoor play. The club is open Monday to Friday from 7.45am to 8.45am and from 3.10pm to 6pm term time only.

The club is registered to care for a maximum of 32 children aged from four years to under eight years at any one time. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register and also takes children up to the age of 11 years. Two staff who work in the club both have relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the club, where they show a clear sense of belonging. They settle quickly into the daily routines and are able to enjoy a wide variety of activities. Staff value what children say and do, and ensure that children of all ages and abilities play together collaboratively, which helps children feel valued. Staff have good relationships with the parents and the school, and as a result, children feel safe and secure during their time at the setting. Management and staff are starting to effectively evaluate the provision and are committed to providing very good care for all children.

What steps need to be taken to improve provision further?

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

- ensure relevant documentation is kept up to date and available for inspection
- ensure assessment folders are kept up dated and show clear targets set for each child

The effectiveness of leadership and management of the early years provision

Staff organise the environment to ensure it is welcoming to the children. Risk assessments including a daily safety check take place, and the setting has a comprehensive range of policies and procedures in place, to ensure children's health and safety needs are well met. Staff have a good awareness of safeguarding children and are fully aware of the procedures to follow in the event of any concerns being raised about a child. The management team ensures all adults working with children are suitable to do so. However, some of the records

kept for staff are in need of updating to show current relevant details. Equality and diversity are promoted. Staff ensure that children are provided with an inclusive environment and that they have access to a range of resources including some that reflect positive images of society. Although no formal systems are in place for self evaluation of the club as yet, the management and staff are reflective and look at areas they can improve on in the club.

Parents are kept well informed about the club through daily chats to staff and the club's notice board. They complete various consent forms and provide information about their child's health and welfare needs to ensure children are cared for well and their individual needs are met. The club has good links with the school and the teachers of the children in the early years age group. Staff have a key worker system in place to ensure the younger children have support while at the club.

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

Children develop warm relationships with the staff, they are encouraged to share and take turns and behaviour is good. Children confidently initiate their own play and ask for particular resources when needed, for example, when the children want to make a den outside, staff find them lots of sheets and material to enable them to be able to build one. Staff introduce some planned activities to offer variety, including art and craft activities and team games. Staff also plan events at different times of year for different celebrations, including Chinese New Year, Easter and Christmas, which helps children learn about diversity. Children in the early years age group are well supported by staff who carry out observations and assessments to ensure they are meeting each child's learning needs. However, some of the folders lack detail and clear targets are not set for the children. Children confidently use the computers and have access to simple programs which they enjoy.

Children are able to relax and have fun after a busy day at school, and they also enjoy the outdoor physical play including ball games and climbing equipment. Children particularly enjoy snack time, where they are able to choose what to eat from a variety of healthy and nutritious options including fruit, vegetables, bread, crackers and cheese. Children are encouraged in good hygiene routines and wash their hands before eating and after messy play. Staff understand the need to keep children safe and ensure they are able to play in a safe and secure environment. Staff explain the reasons for the rules, and gently remind children if they are doing something that could be unsafe. The daily register is kept up to date and staff sign the children in on arrival and parents sign them out when they collect them. Staff are skilled at knowing when to initiate activities and when to allow children to explore for themselves. They play alongside children and take every opportunity to chat to the children about their day and what they are doing. As a result, staff get to know each child very well. Children play cooperatively together; older children are considerate and younger children enjoy playing and learning from them. This helps them to develop good levels of self esteem.

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