

Kids Kabin (Abbey Lane)

Inspection report for early years provision

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Inspector Yvonne Layton

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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

Kids Kabin (Abbey Lane) was originally registered in 2003. They re-registered in 2011 due to moving to new premises in the same area. The club operates from the local Baptist Church from designated rooms allocated to them. It is situated in Beauchief a suburb of Sheffield, South Yorkshire and serves the local school and community. A maximum of 24 children may attend the setting at any one time and there are currently 66 children on role. Of these, six children are in the early years age range, 29 are under eight and 31 are over eight years. The group supports children with special educational needs. The club is open each weekday, term time only, from 3pm to 6pm, for 38 weeks of the year. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to a secure enclosed outdoor play area.

The group employs four staff who hold qualifications in play work and early years to a level 2 and level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage are happy, fully included and involved in the club. Staff have a good knowledge of all aspects of the Early Years Foundation Stage and how children develop and learn through play. Strong partnerships between parents and sufficient relationships with other agencies ensure individual children's needs are met. There is active reflection and evaluation of the setting by the staff and owners, with commitment to develop the quality of the setting.

What steps need to be taken to improve provision further?

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

- develop further a collaborative culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- support further a rounded approach to child development through planned, purposeful play by making sure all provided activities contain sufficient and suitable resources to provide challenge and stimulation
- make sure the books in the book corner are accessible for children to self-select.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear, detailed safeguarding children procedures and staff have effective understanding of their responsibilities in

protecting children. They are protected as the staff are vigilant in monitoring the movements of children within the secure premises. Detailed risk assessments, comprehensive policies, procedures and records are in place and carefully maintained.

The main ethos of the club is that children feel a sense of belonging and ownership which is well supported by staff. They are proactively involved and consulted in most of the decisions about the club. Play is purposeful and the learning environment overall strongly encourages children to explore and experiment. Children's learning is promoted well as the staff have good knowledge and systems in place to make sure all areas of learning are visited. All planned activities are linked to aspects of the areas of learning and evaluated by the children and staff. However, some presented activities do not have sufficient contents as some resources are not complete sets or of a suitable condition. Individual development books contain good observations of progress and clearly identify next steps.

Inclusive practice and equality policies are well implemented. Each child's individual needs and culture is recognised, supported and celebrated. The secure liaison with parents and carers contributes to improvements in children's wellbeing and development. Parents have access to the group's policies and procedures. There is information relating to the Early Years Framework and parents are able to view their child's observations book. Their opinions are sought through questionnaires and actively responded to. Links with the school, other services and agencies are appropriate.

Children's learning and welfare is promoted as there is appropriate evaluation and reflection of activities and events by staff with the owners maintaining a mainly effective overview of all aspects of the setting. However, systems to evaluate and identify areas to develop to enable pro-active continuous improvement are not fully in place or completely collaborative between owners and staff in the setting.

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

Children are very confident and settled in the club. They readily request and/or self-select resources and child-led play is a major focus, with staff being skilled at stepping back to enable them to learn through their own experimentation and exploration. Children have a strong sense of belonging and make a positive contribution. This includes children's questionnaires. There are suggestion notes and books which, alongside parents, children are encouraged to complete. They are involved in devising the club rules of expected behaviour which are based on respect and kindness and readily respond to staff reminders. Staff encourage children to set their own boundaries in play. They monitor their play and will step in if the children become too robust giving them appropriate guidance. Children are independent as they devise their own games such as 'parachute' play with a duvet, imaginative games with skipping ropes and making dens both inside and outside.

Staff encourage children's critical thinking as they present challenging questions,

giving them ideas to extend their learning. They are caring and provide positive interaction between themselves and the children. Individuality is respected and staff know and respond well to individual personalities. Children's communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives.

Children learn to respect their own and other's culture and gain a sense of self through activities and creative projects. They have opportunities to undertake a good variety of creative activities both, planned and self-select. Free choice craft and mark-making is always offered and children readily access this. Free expression in craft is encouraged, with staff supporting children to express themselves. Children devise a fashion show with dressing-up clothes and sheets. Staff support this by enabling them to create a catwalk.

Children have opportunity to experience a range of technology, including using the computer and computer games. There is a quieter corner for children to sit alone or with their peers to look at books. However, although they can help themselves to books they are placed on a high level window sill which most of the children cannot reach. Children's interests are responded to as staff offer flexible themed activities including for nature and sport.

Physical skills and confidence are enhanced as the children enjoy free flow outside play. They spontaneously play games such as football. Children feel safe with the staff as they confidently approach them. They are protected and their welfare supported as safety is promoted within activities and routines. Road safety is given a high priority. Children remain healthy as they respond to established hygiene procedures and routines, supported by activities and discussions to alert them to healthy eating and self-care.

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	3

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	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
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