

Kids In Bloom @ Malvern School

Inspection report for early years provision

Unique reference number	EY312887
Inspection date	17/05/2011
Inspector	Eileen Rigby

Setting address	Malvern Primary School, Willoughby Road, Broadgreen, Liverpool, Merseyside, L14 6XA
Telephone number	01512286475
Email	malvern.de@knowsley.gov.uk
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 In Bloom @ Malvern School was registered in 2005 and operates from four rooms within Malvern Primary School. Children have access to an enclosed outdoor area. It is situated in the Broadgreen area of Liverpool and is one of four out of school clubs operated by a partnership.

A maximum of 40 children aged between three years and under eight years may attend the club at any one time. The club also offers places to children up to the age of 11 years and operates a pick up service from one other local school. It is open Monday to Friday from 3pm to 5.45pm, term time only. All children share access to a secure outdoor play area. There are currently 36 children on roll. Of these 15 are aged under eight years, of whom four are within the early years age range. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with children. Of these, two hold relevant early years level 6 qualifications and one holds a relevant early years National Vocational Qualification level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident communicators in this bright, comfortable and inclusive environment. Their individual needs and interests are met through effective planning and collaboration ensuring good progress is made. They are able to access a variety of interesting activities, become independent and develop a sense of belonging. Children usually consolidate their knowledge of safety procedures through practical activities and discussion. The club demonstrates a good capacity to maintain continuous improvement. Documentation and organisation is good including an effective evaluation system, which reflects on practice and instigates change.

What steps need to be taken to improve provision further?

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

- develop systems for regular fire evacuation drills to be carried out.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of safeguarding procedures. Their policy reflects current Local Safeguarding Board guidelines. They operate a strong staff recruitment system whereby interviews, references and induction effectively

establish staff's suitability to work with children. Organisation is good and detailed risk assessments for the immediate location and daily activities maintain a safe environment. The fire evacuation procedure is not routinely carried out, however as children demonstrate a good understanding of the procedure and practice it within the school the impact is minimal.

The Manager is integral to the team and is committed to maintaining and improving standards at the club through a process of self-evaluation and reflective practice. Staff are effectively deployed and work well together as a team displaying sensitive and friendly interactions with children. Effective use of resources allows children to benefit from a wide range of experiences. Staff are enthusiastic, energetic participants and good role models. They operate an effective key person system. The club promotes equality and diversity through a range of activities, the celebration of festivals and resources depicting positive images of different cultures, gender and disabilities.

Effective partnerships with the school, local services and other settings extends children's knowledge and understanding of the wider community and how to keep safe, establishing their skills for the future. It also impacts on planning relevant activities which complement children's school topics. Children's starting points and progression are monitored with detailed, individual observations evaluating their next steps. Staff have developed a good relationship with school to ensure children's progress is good and their needs are met.

Trusting and informal relationships with parents and carers have been established which has a positive impact on children's confidence and sense of belonging. Parent's and carers opinions are valued and they are included in activities for example when they were invited to watch children practise Bollywood dancing.

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

Children are happy and enthusiastic and secure as part of a large group. They are good communicators and negotiators and sensitive to each other's needs and differences. They independently access a range of interesting activities and particularly enjoy physical and creative activities. For example making sock puppets.

Snack time is a social and informal occasion as children choose from healthy options such as tuna and pasta bake and fresh fruit. Menus are devised collaboratively between staff and children. Children actively tidy up and clear away dishes and attend to personal hygiene needs, developing positive future skills. Children are aware of adopting healthy lifestyles and the benefits of appropriate food choices and exercise. They make the most of the physical activities available and understand the benefits as they recognise the importance of healthy food and exercise.

Staff have a fair and consistent approach in behaviour management and clear boundaries are set and observed particularly in the outdoor area. Children play an

active role in behaviour management and have devised rules for the club which, alludes to expected behaviour. They are considerate of each other and enjoy team games involving a wide age range. Children shriek with laughter and their exuberance and liveliness is evident and staff become enthusiastically involved with all activities.

Children are praised for their efforts and their work is displayed effectively with models of the buildings of Liverpool taking pride of place. They eagerly share photographs and stories of past activities and relate their sense of achievement. Children are particularly competent in annotating their models and creative work and expressing their opinions. They develop skills in information technology, problem solving and numeracy through the use of a computer, games console and board games as well as weighing and measuring in baking activities. Children's understanding of the wider community and keeping safe are fostered by visits from the police and discussions on stranger danger. They also acknowledge and recognise different opinions and feelings. For example the Harmony Tree display board contains examples of children's opinions and aspirations 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	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