

Scorton Kids Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Scorton Kids Club has been registered since 2004 and is run by a committee. The provision operates from within Scorton Church of England Primary School which is in the Scorton area of Preston. After school care is provided for children attending local schools. Children have access to a dedicated room within the school and secure outdoor play areas. The provision is open from 3.15pm to 5.30pm Monday to Friday during term time.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children from four years to under eight years may attend the provision at any one time. The provision also offers care to children aged eight years to 14 years. There are currently 29 children on roll. Of these 19 are under eight years and of these one child is within the early years age range.

There are two members of staff who care for the children both hold a qualification at level 3 in early years. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this inclusive and lively environment because staff provide a broad range of activities and learning opportunities. These are fun, capture children's imagination and promote their progress effectively. Children's individual educational and welfare needs are recognised and met well as the staff team work in partnership with parents and other professionals promoting continuity of care and learning. Self-evaluation is largely undertaken by the manager who demonstrates a good capacity for continuous improvement as she monitors and evaluates the service effectively.

What steps need to be taken to improve provision further?

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

- develop further the self-evaluation process to include informed discussion with parents and children when identifying the strengths and key areas for development.

The effectiveness of leadership and management of the early years provision

Children's safety is prioritised and promoted well within the group. Staff have a good understanding of child protection procedures and know how to implement them effectively. Detailed risk assessments are in place and daily safety checks

ensure that all hazards are minimised, as a result children are able to play in a safe environment. Robust recruitment and selection procedures ensure children are cared for by suitable people. All records and documentation required for the safe and efficient management of the provision and to meet the individual needs of the children are in place and maintained to a high standard.

Staff deployment is effective as children are continually supervised in this inclusive and welcoming environment. Children play freely together without unnecessary adult intervention as staff are skilled and confident in allowing them space to develop their own games. Resources are plentiful and very easily accessible affording children lots of opportunities to make independent choices and drive their own learning. Staff value and respect children's differing backgrounds and abilities. This includes celebrating a range of festivals, such as Christmas and Chinese New Year. A good range of resources promotes positive attitudes to disability, and ethnic, culture and social diversity. This expands and supports children's understanding of difference and the world around them.

The staff team work well together and demonstrate a commitment to continuous improvement. The recommendation from the previous inspection has been successfully addressed, which has a positive impact on children's overall well-being and safety. Although good systems are in place to monitor the provision. The views of parents and children have yet to be fully incorporated into the evaluation of the service. Staff form positive relationships with parents who are provided with a range of information about the provision. Very positive links with the schools children attend have been established and a system for gathering information regarding their current learning needs is well developed. This successfully supports children's understanding and progress.

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

Children have fun and are enthusiastic, active learners who enjoy their leisure time within the provision. Good use is made of space and children move around their environment with ease and confidence. Staff have a good understanding of the Early Years Foundation Stage framework and the importance of learning through play. They make good observations of children's progress which clearly link into the early learning goals and identify the next steps in individuals' learning. The information gathered from the observations is effectively use to plan a wide range of activities to further extend children's development.

Children's self-reliance and independence is promoted well as they are able to access a wide range of resources easily and make informed choices about their play and learning. They are confident and have positive social skills, they share resources well and take turns fairly, supporting each other particularly with computer games. They have developed firm friendships with each other and have established warm, close relationships with staff.

Children gain great enjoyment as they play imaginatively with small world resources. They freely express themselves with a wide range of creative materials.

Their creative work is valued and displayed which effectively promotes their self-esteem and confidence. Children are developing skills for the future as they are competent communicators and confidently use a range of programmable resources and computers. Playing board games, completing jigsaw puzzles and creating wonderful models from construction materials, helps to develop children's mathematical awareness.

Good emphasis is given to promoting children's health and safety. Healthy eating is well fostered through planned activities, nutritious snacks and discussion. Children are supported to behave in ways that are safe for themselves and others. They have a good sense of safety and they understand the group rules as staff give clear explanations of the possible consequences. The emergency evacuation procedures are practised regularly ensuring children know and understand what to do in the event of a fire. Children are able to freely access outdoor play. They have fun and develop their physical skills as they engage in sports type activities and play team games.

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