

Hilltop Koosh Club

Inspection report for early years provision

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Inspector Shazaad Arshad

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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).

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

KOOSH Club Hill Top was registered in 2006. The setting is part of the Kaleidoscope Day Nurseries Limited. The company has other Nurseries and Out of School schemes across the areas of Leeds and York. The setting operates from the West Ardsley Community Centre on the grounds of Hill Top primary school. The setting has use of the school outdoor play area and the community park.

A maximum of 32 children may attend the setting at any one time and there are currently seven children on roll in the early years age range. The setting is open each week day from 7.30am to 9am and 3pm to 6pm term time only. Holiday provision is also offered. This provision is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The setting receives support from the local authority.

The club employs four staff. Three staff have either a childcare or play work qualification to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting offers an inclusive and welcoming service for children. The focus is very much on children's independence and all children make good progress in their learning and development. Partnership's between others offering the Early Years Foundation Stage and parents ensures continuity in children's development. The overall management systems work very effectively. The process of evaluation clearly identifies most of the provider's strengths and areas requiring improvement. The plans for the future are well targeted through effective leadership and commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation systems to build on strengths and include parents in the process
- support further opportunities for children to extend physical activities outdoors
- develop further systems to accurately monitor and assess children's learning and next steps of development.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are robust and staff have a good understanding of how to protect children and what action to take should they have

any concerns about a child's well-being or safety. All staff have completed in-house safeguarding training. There is a clear company recruitment policy in place, which ensures all staff are vetted for their suitability. All of the relevant documentation is in place with clear policies and procedures covering all aspects of the provision. The risk assessments are carried out regularly, to keep children safe in all activities.

The management team have developed a clear sense of purpose and direction. They have a high expectation for the quality of the children's learning and their welfare. For example, the company employs an area manager to visit all the after school clubs unannounced and to complete monthly meetings with the setting managers. There is a wide range of good quality policies and procedures in place which are regularly reviewed, updated and shared with parents. These are successfully implemented to ensure that the needs of all children are successfully met to ensure progression and continuity of learning and care. Equality and diversity is promoted well. For example, staff are deployed so that all children are fully included and receive good adult support and attention. In addition, children are grouped effectively in small groups to enable them to build effective relationships, so they feel secure and confident with their peers.

A very effective partnership between parents and staff supports children's care and learning well. The staff encourage parents to express their views, both formally and informally, for example, through questionnaires and regular discussions. They receive clear information about the setting and their child's progress. The parent display board provides a wealth of information and parents are involved in the design of the display board. The partnership with the schools it serves are developing and the setting benefits from the partnership arrangements with the school they share the site with. There are developing arrangements in place to monitor the effectiveness of learning and development for children in their early years age group.

The previous recommendation and action made at the last inspection have been completed. Any improvements identified during the self-evaluation process have had a positive impact on the overall quality and the outcomes for children. However, although, staff and management take an active role in this process, parental involvement in this aspect is limited.

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

The staff's good knowledge and effective implementation of the Early Years Foundation Stage means children enjoy their learning through activities which are well matched to their individual needs and interests. The learning journals are used for all children and include sound observations in all the areas of learning. Overall, observations of children learning, planning and assessment is developing well. However, the next steps in their learning are not consistent in all the assessments and, therefore, do not fully define future learning aims for each child in the Early Years Foundation Stage age range.

The relationship between staff and children is very warm and caring. The environment is very calm and children are very happy and content. Children are polite and well behaved and show consideration for each other. For example, they take turns on the games consoles and play harmoniously at board games. A key strength of the setting is the good progress of children's social, personal and emotional development. For example, children enter eager to participate. They are developing good decision making skills as they choose toys or resources and what they would like to eat at snack time. They talk freely about their day at school and are keen to involve themselves in serving drinks and preparing the tables for snack. Children are keen to communicate and use their developing skills well to listen and communicate with others. They have good control of pencils as they draw, write, design cards, bracelets and baskets for Father's Day. Children are guided well by staff who encourage the children to express their thoughts and develop their language. For example, as the children play in the role play camp tent, they talk about the camping items they need to explore the outdoors.

Children learn about dangers and what keeps them safe. They routinely take part in fire evacuation procedures and follow sound procedures that are understood by most children when walking from school. Staff create a child-friendly environment, which enables children to explore and take risks while being appropriately supervised. For example, they safely use scissors and beads during craft activities. Staff are aware of the need for children to take part in physical play on a regular basis. For example, children play indoor parachute games and catching games. Children also have access to the very well equipped community play area and a rear outdoor area. However, the opportunities for children to extend their indoor games to the outdoor play space did not occur during the session. The missed outdoor play opportunity for children restricted their decision making for further physical development. Children are encouraged to learn about healthy lifestyles as they learn about the importance of healthy eating. The menu plan is displayed and a nutritious well balanced range of snacks are offered. There is good regard for children's individual dietary needs. For example, those children unable to eat the cheese bake are offered an alternative. Overall, children are very active, happy and confident. Children behave very well and enjoy their leisure time in a fun and relaxed environment.

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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