

Carr Lane Kids Club

Inspection report for early years provision

Unique reference number	EY413430
Inspection date	29/06/2011
Inspector	Diane Turner

Setting address	Willerby Carr Lane Primary School, Carr Lane, Willerby, HULL, HU10 6JT
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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

Carr Lane Kids Club registered in November 2010 and is a privately owned provision. It is based in a portable building within the grounds of Willerby Carr Lane Primary School in the Willerby area of the East Riding of Yorkshire, close to the boundary of Hull. There are disabled toilet facilities and a ramp leading to the main entrance. The club also has use of the school grounds and hall and arrangements are in place to enable children to attend the school's organised after school activity clubs. The club serves the needs of children attending the school during term time but is open to other children who do not attend the school during holiday periods. It operates from 3.30pm to 6pm Monday to Friday during term time and between 8am and 5.45pm during holiday periods.

The club is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for 24 children under the age of eight years at any one time, 16 of whom may be within the early years age range. There are currently 42 children on roll, six of whom are within the early years age group. There five staff employed to work with the children, most of whom hold appropriate qualifications. The club receives support from the local authority childcare consultants.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting offers children a warm, welcoming and well-resourced environment where their individual needs are recognised and met effectively overall. A range of activities are offered that are appropriate to the ages of the children attending and these cover various topics. However, there is no system in place for monitoring the children's progress in their learning and development. The setting is organised effectively overall and most risks to the children's safety are assessed and minimised successfully. All of the required documentation is in place, however, this occasionally lacks the necessary detail. Satisfactory attention is paid to evaluating the provision and to identifying areas for future improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure each child is assigned a key person (Organisation). 13/07/2011

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

- improve the safety assessment of the premises to ensure all aspects are considered and any potential risks minimised

- ensure the wording regarding parental permission for the seeking of any emergency medical advice or treatment is in line with that of the welfare requirements
- devise and implement a system to make observational assessments of children's learning in order to plan to meet their individual needs.

The effectiveness of leadership and management of the early years provision

The club's arrangements for safeguarding children are effective overall. Staff have a sound understanding of their responsibilities in terms of child protection, confidently discussing the possible indicators of abuse or neglect and the procedures for making a referral. The premises are kept secure and risk assessments are undertaken. However, these are not effective in identifying and minimising all potential hazards. For example, cleaning materials are kept in a cupboard that children could access. This could compromise their safety. Effective recruitment and vetting procedures are in place for any new staff to ensure they are suitable to work with children and a range of policies and procedures have been devised to show how the service operates. These are reviewed and updated as and when necessary. Day-to-day documentation is maintained appropriately, however, the wording on the permission form regarding the seeking of emergency medical advice or treatment is not in line with that of the welfare requirements and could cause confusion for parents as to what they are agreeing to.

Children have ready access to a good range of resources, including good quality books and equipment, to support their imaginative play. An array of colourful artwork is displayed which makes the environment inviting and shows that the children's efforts are valued and appreciated. The owners fully understand the value of self-evaluation in monitoring the quality of the service and use this alongside advice they receive from the local authority early years consultants to identify areas for future improvement. Good attention is given to promoting equality of opportunity. Information that is gathered about each child's individual needs is detailed and the children are encouraged to have a say in the way that the club operates. For example, before any new resources are purchased they are fully consulted as to what they would like to see included. The children have good opportunities to learn about countries from around the world, which supports them in developing a positive attitude towards the cultures and beliefs of others.

The setting has good links with the school it serves. Staff have frequent discussions with the class teachers as to how the club can support the children's learning and they are invited to the open evenings for new starters to inform prospective parents of the service the club offers. Students from the local secondary school are also welcome to come into the club and share their skills with the children. Partnerships with parents are good. They receive good quality information when they begin to use the service and newsletters and displays of information keep them well informed on an ongoing basis. Questionnaires are sent out regularly to gain their views on specific areas, such as the preferred opening times for care in the holidays, and are acted on accordingly.

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

Children in the early years age group were present at the inspection, although this was for a very limited time. However, evidence shows that children are offered a range of activities planned around themes, such as the seasons, countries from around the world and current events, for example, the annual Wimbledon tennis tournament. Displays show children have opportunities to use various art techniques and that their creative development is fostered. For example, re-creating spring flowers using collage resources and colouring pictures of the Eiffel Tower and the Mona Lisa as part of a topic on France. Children have opportunities to make free choices in their play, enabling them to be active or to take part in quiet activities after their day at school. Alongside this, they are offered a daily focused activity which is displayed on a board for both the children and parents. These activities are adapted to meet the differing ages and abilities of the children.

Children's learning they receive in other settings is complemented through various activities in the club. For example, a good range of books are available to foster their communication, language and literacy, and their personal, social and emotional development is supported through social experiences, such as sitting together to eat their snack. Children learn to behave well because they know what is expected of them within the club. For example, they are involved in drawing up the codes for working together and staff explain the boundaries they need to follow when playing outside, such as what areas of the playground they can and cannot access. Daily activities are evaluated, however, there is no system in place to observe and assess the children's progress in their learning. In addition, the children are not allocated a key person whose role is to take a special interest in them to ensure their individual needs are met effectively in all areas. This is a breach of the welfare requirements.

Children have daily opportunities to enjoy fresh air and physical exercise, which promotes their good health. For example, they are able to use the school's outdoor play equipment and they enjoy playing ball games, such as tennis and football. They enjoy items, such as garlic bread, at snack time and fresh fruit and drinking water are always available. Through topics about healthy eating they learn the value of consuming the recommended five portions of fruit and vegetables a day and they have opportunities to take part in baking activities. For example, making their own bread and pizzas with healthy toppings to support their understanding of good nutrition. Hand washing is promoted during everyday routines, such as before sitting down for snack, which further supports children's good health.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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