

# Sneakers Kids Klub at Oak Hill

Inspection report for early years provision

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**Unique reference number** 260553  
**Inspection date** 27/06/2011  
**Inspector** Fiona Robinson

**Setting address** Wirehill Drive, Lodge Park, Redditch, Worcestershire, B98  
7JU

**Telephone number** 07889 037592

**Email**

**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

Sneakers Kids Klub at Oak Hill opened in 2001 and is one of eight settings owned and run by the same provider. It operates from a designated Children's Centre within the grounds of Oak Hill First School in the Lodge Park area of Redditch in Worcestershire. All children share access to a secure, enclosed, outdoor play area. The out of school club supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 24 children aged from four to eight years may attend at any one time. There are currently 30 children on roll. Children up to nine years of age may also attend. The club is open each weekday from 3pm to 6pm during term time only. It serves children attending Oak Hill First School. Children attend for a variety of sessions.

The club employs four members of staff who work with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 4 and is working towards a Foundation degree. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children achieve exceptionally well because staff value their interests and ideas, and because they are fully included in an excellent range of activities. There are outstanding links with parents, carers, the host school and outside agencies, ensuring information is shared very effectively. Children behave extremely well and staff are highly skilled at increasing their understanding of keeping healthy and safe. The manager and staff have a very clear knowledge of the club's strengths and areas for improvement. They demonstrate an outstanding commitment towards the sustained and continued improvement of the club.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the use of information and communication technology resources in activities to extend children's learning.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is protected very well because staff have an excellent awareness of safeguarding and child protection issues. Comprehensive policies and procedures are fully implemented to ensure children are kept safe and secure. Risk assessments are very thorough and carried out daily to ensure children's safety. Parents follow rigorous collection procedures when collecting their children. There are robust staff recruitment and vetting procedures in place to ensure that adults working with or having contact with the children are highly suitable. Staff are deployed very effectively to ensure children play safely indoors and outdoors. Children have access to a wide range of resources and equipment that are safe and suitable for their age. Fire evacuation practises are held regularly to ensure that staff and children are very familiar with the routine.

The club is extremely well-led and managed. Excellent self-evaluation systems ensure that improvements enhance children's experiences. Continuous reflective discussion takes place and the views of parents and children are highly valued and acted on. The manager and staff regularly monitor activities and there is an excellent shared commitment to develop the club. Staff actively promote equality and diversity to a very high level and ensure children are fully included in activities and the celebration of festivals. They provide excellent support for all children, including those with special educational needs and/or disabilities, and those who speak English as an additional language. Staff make very effective use of a good range of resources to meet most of the needs of the children, such as the building blocks used for construction activities. Opportunities for children to use technology are welcomed; however they do not make full use of the digital camera and computer to share their experiences with others. Staff have a very clear idea of areas for improvement and access relevant training courses to enhance their knowledge and experience.

Partnerships with parents and carers are outstanding. They are very familiar with the policies and procedures of the club. They receive regular and comprehensive information about special events and fundraising activities through discussion, the parents' notice board and newsletters. A close and supportive relationship with parents contributes significantly to children's well-being. They are kept very well-informed of their children's achievements and progress and appreciate opportunities to view their children's learning journeys with staff. Parents are very supportive of fundraising activities, such as Children in Need. There are excellent links with the host school and the club benefits from the use of its outdoor environment. Staff work extremely closely with outside agencies and staff at the Children's Centre and the school to provide excellent support for children with special educational needs and/or disabilities.

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

Children are eager to learn and make outstanding progress. They benefit from an extensive range of interesting activities and achieve exceptionally well. Staff value the children's ideas and interests and include these in their planning and organisation of activities. There is effective use of themes, such as 'healthy eating, 'shapes' and 'the royal wedding' to enhance and enrich the children's experiences. Key staff evaluate the achievement of the children and skilfully use the information to plan the children's next steps in learning. Displays make the environment bright and stimulating. Children behave very well because staff have a consistent approach to managing behaviour. They are encouraged to be independent and confident in their choice of activity and are very polite and friendly. Staff are excellent role models with very high expectations. Children have a full understanding of the rules and boundaries and cooperate very well with their peers. They are aware of issues, such as recycling and show great care for their indoor and outdoor environments. They meet regularly with staff to plan activities and suggest improvements.

Children thoroughly enjoy painting, collage work, printing patterns with potatoes and model making. They cooperate extremely well as they build towers and castles and enjoy playing tabletop games with their friends. They imagine they are pirates searching for hidden treasure and build dens to hide in. Children develop an excellent awareness of the natural world and enjoy going on bug hunts to look for specific species of insects. There is an attractive art gallery where they can display drawings and crafts they have made. They skilfully tackle problem solving activities, such as making hammocks out of netting. Their communication, language and literacy skills are developed extremely well through listening to stories such and discussing the characters, plots and dialogue. Children enjoy role play in their shop and practise songs and dances to perform to each other. They are keen to go on walks around their local area and develop a very good understanding of the world around them. Parents are very supportive of activities, and help to further their understanding of the outside world by joining them on sponsored walks around the school field.

Children develop an excellent understanding of keeping healthy and safe. They have daily access to outdoor play and develop their physical skills extremely well as they climb, balance, play football and dodge ball. They make healthy choices at snack time and help to prepare their own fruit kebabs, fruit salads and pizzas. Children say they feel very safe and secure and use tools and equipment very carefully when preparing sandwiches because staff look after them so well. They talk about key risks and how to deal with them and have developed their own safety rules, such as 'no running in the room'. Children also benefit from talks on keeping safe and fire and road safety. Children learn to value other cultures, countries and customs through a wide range of activities. Festivals, such as Diwali, Eid, Hanukkah, the Chinese New Year and Easter are discussed and this enhances children's understanding of the wider world. Children develop their independence very well and are excellently prepared for future learning experiences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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