

Owls Kids Club

Inspection report for early years provision

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EY344190

Inspection date

05/07/2011

Inspector

Tara Street

Setting address

Sutton Bonington Primary School, Park Lane, Sutton
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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

Owls Kids Club is privately owned and managed. It was registered in 2006 and operates from a single storey prefabricated building in the grounds of Sutton Bonington Primary School in the Rushcliffe district of Nottinghamshire. Children also have access to the main hall and the cookery room within the school. Children have access to a secure enclosed outdoor play area. A maximum of 32 children aged from four years to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. Children currently attend from Sutton Bonington and Normanton schools. The setting is open Monday to Friday from 7.45am to 9am and from 3.30pm to 6pm during term time. It opens during some school holidays depending on demand from 8am to 6pm. Children attend for a variety of sessions.

There are currently 74 children on roll. Of these 26 are under eight years and of these six are within the early years age range. The setting supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the owner, who work directly with the children. Of these, two hold a qualification at level 3 in playwork and one holds a relevant qualification at level 2 in playwork. The setting is a member of the '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting where their individual development needs are well met. They make good progress towards the early learning goals through a varied and interesting range of activities which cover most areas of learning well. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Close partnerships with parents, carers and other early years professionals ensure relevant information is effectively shared. Management and staff work well as a team and show a good commitment to and capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- improve the safeguarding children policy so that it is more in line with Local

- Safeguarding Children Board guidance and procedures
- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning
- review routines to ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

The effectiveness of leadership and management of the early years provision

Children's health and safety are promoted effectively. Security within the setting is robust and procedures for the employment and vetting of staff ensure only suitable adults work with the children. All staff have a clear knowledge and understanding of their responsibility to safeguard children, and appropriate arrangements are in place to deal with any child protection concerns. However, the child protection policy does not fully reflect the changes to the local authority procedures from April 2006 with regard to the Local Safeguarding Children Board. Detailed annual and ongoing risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. Staff supervise children closely, while allowing them to learn about and deal with risks as they play.

Staff promote positive relationships with parents and carers and supply clear information through regular discussions and a parents' notice board. Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a good knowledge of each child's background and needs. Staff liaise well with other professionals to support children whose care is shared and ensure that the environment and activities provided are fully inclusive. This is particularly true for children who speak English as an additional language. Children are central to the running of the whole facility and their opinions and interests are always valued and respected. For example, children's opinions are sought through regular meetings where their ideas and suggestions are gathered and acted upon. Staff promote and support equality and diversity well to help children understand the society they live in. The resources are good, fit for purpose and support children in their development.

Effective management systems and good team working ensures that the whole provision runs smoothly. Staff are enthusiastic about their work and show a genuine interest in what children do and say. Accurate self-evaluation, which includes staff, parents' and children's opinions, contributes significantly to the setting's realistic view of its practice and the development of sound plans for future improvement. Changes made to date have had a positive impact on the overall quality of the early years provision and on the outcomes for children.

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

Children are happy and settled because relationships with staff are warm and positive. The welcoming and well-equipped environment provides children with a

range of interesting opportunities. As a result, they quickly become absorbed in their self-chosen activities. Planning is securely based on the children's interests and achievements and as a result they make good progress in their learning and development. Children develop positive attitudes towards learning because they are able to choose and combine resources so that they follow their own interests and ideas. For example, children eagerly design and build models with construction materials and experiment with a good range of collage and creative art materials. They enjoy regular opportunities to experiment and explore as they make book marks, pom-pom animals, picture frames, twig pictures and rainbow wax pictures. Staff deploy themselves effectively to ensure that they are able to step in to support and extend children's learning when appropriate.

Children learn to express themselves because staff take opportunities to encourage them to talk about what they do. Many are confident enough to speak to the whole group or to lead a game. For example, children enjoy working together to build a den in the outside play area, and designing and making jewellery. Children are developing their independence through tasks, such as choosing toys and equipment for themselves. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Children enjoy playing outside and regularly participate in group games of football, basketball and cricket. They enjoy using small sports equipment to practise their throwing and catching skills. Children are developing a good understanding of how to keep themselves healthy and safe. They practise good procedures for their own personal hygiene, such as washing their hands before eating. They learn about aspects of their own safety because staff encourage children to recognise hazards in the environment and discuss how to use equipment safely. Children enjoy a variety of snacks, with care being given to ensuring children's individual dietary needs are taken into account.

Children behave well because staff ensure they understand expectations for their behaviour and use clear praise and reward systems to let them know when they do well. Children work harmoniously with others and older children enjoy helping their younger friends. They experience suitable opportunities to access information and communication technology to support their learning, such as games consoles and televisions. However, other opportunities for children to explore technology, such as battery operated and programmable toys, are less well developed. Children's access to open-ended activities and resources, such as creative materials and construction toys supports the development of their imagination and ability to solve problems. Such skills prepare children well for their future learning.

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