

Kids Mix at English Martyrs

Inspection report for early years provision

Unique reference number	EY414036
Inspection date	28/06/2011
Inspector	Julie Firth
Setting address	English Martyrs RC School, Wycliffe Road, Urmston, MANCHESTER, M41 5AH
Telephone number	01617487257
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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

Kids Mix at English Martyrs was re-registered in 2010 and is run by Kids Mix Ltd. It operates from a self contained building situated in the playground of English Martyrs Primary School in Urmston, Manchester. Children have access to the school hall and other areas within the school. There is also a safe outdoor area for outdoor play. The club offers before and after school care, which takes and collects children from English Martyrs Primary School, Urmston Primary School and Our Lady's Primary School. It is open Monday to Friday from 7.30am to 9am and from 3pm to 6pm. The club also offers care during school holidays from 7.30am to 6pm. The club is registered to care for a maximum of 56 children at any one time, under the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The group are registered to care for a maximum of 56 children aged three to under eight years. There are currently 60 children on roll who attend for a variety of sessions. Of these, 12 are in the early year's age range.

There are seven members of staff, of who, six hold relevant qualifications to level three. The club is supported by Trafford Sure start.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting promotes children's welfare and learning exceptionally well. Excellent systems are in place to ensure that all children's individual needs are met. All staff display a very good knowledge of the Early Years Foundation Stage which underpins the positive outcomes children experience in their learning and development. Consequently, children are very happy and secure in the highly inclusive, welcoming environment, where expectations are high. There are exceptional partnerships between parents, they are consulted and kept very well informed of their children's daily routine, care and learning. Extremely positive links with other agencies promote continuity of education and care. Successful systems are in place for self-evaluation, enabling them to monitor the provision and they demonstrate an excellent capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to use self-evaluation to reflect on the positive outcomes for children.

The effectiveness of leadership and management of the early years provision

The management and staff display an excellent understanding of safeguarding issues and keep up-to-date with training. They are very confident in their roles and responsibilities to protect children in their care. The manager is constantly reviewing their practice and questions them regularly about the procedures they follow if a concern is to arise. Furthermore, all staff are vetted and robust systems are in place to monitor on-going suitability. Children are extremely well protected as the well-qualified established staff team keep the premises very secure and supervise children at all times. The environment is bright, stimulating and children's well-being is significantly enhanced due to the exceptional organisation throughout the self-contained building and other available areas within the school. This enables children to actively participate in a wide range of opportunities and experiences which foster their initiative, independence and confidence and consolidates their learning extremely well.

The daily routine promotes children's welfare and meets their needs exceptionally well. All documentation is in place and there are comprehensive written policies and procedures that promote children's health, safety, achievement, enjoyment and ability to make a positive contribution. These are shared with parents and regularly reviewed. The manager values her excellent staff and this results in an extremely committed and enthusiastic staff team who continually strive to improve the good service they provide. Furthermore, a team who are very aware of their own responsibilities and where morale is exceptionally high. Every member of staff is extremely skilled in ensuring that a fully-inclusive environment makes parents and children feel very secure and welcome. They work really hard to adapt activities well to enable children with special educational needs and/or disabilities to reach their full potential. They consider children's individual needs exceptionally well in short-term planning and speak highly of working alongside the outside agencies to meet children's individual needs.

Parents speak extremely highly about the club and are eager to praise the club. They state that they are constantly being asked to contribute to their children's learning and fun. They are extremely keen to speak of the approachable friendly staff team present. There is a very informative notice board. Regular newsletters and detailed questionnaires help to monitor the service. Parents are very well informed of the Early Years Foundation. Furthermore, they are given excellent opportunities to view and comment on their children's progress through detailed tracking systems, a suggestion box and a recent devised web site. There are excellent systems in place to liaise with other agencies, complementing the Early Years Foundation provided. For example, they work very well with Sure Start and the school nursery teachers. The head teacher speaks very positively about the excellent continuity of care and learning. The staff also find extra time to work with local businesses to raise money for charities. This actively involves children in sponsorship.

The club implements a detailed self-evaluation process and an action plan of the

setting helps them to monitor the service they provide. However, it could be more effective if the setting reflect on the good outcomes for children. Staff attend a wealth of training and short courses to further develop their childcare practices and enhance their knowledge of the Early Years Foundation Stage. Furthermore, the manager strongly encourages staff through rigorous appraisals and peer observations, she recognises their strengths and weaknesses. This contributes to the staff's very good approach and reflects on their practice with the children.

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

Staff have an excellent understanding of the Early Years Foundation Stage and are clearly planning to all areas of the curriculum. Children enjoy an exceptional balance of child and adult led activities. An effective key worker system is organised throughout the after school service and during holiday times which takes into account children's individual learning needs. Staff skilfully observe children during play and use this to plan for suitable next steps in learning. Furthermore, they challenge children in all areas of their learning which results in happy, engrossed learners. They also establish excellent children's starting points and interests. Young children are extremely helped to settle well into their new surroundings. Children write their own testimonials about the club stating, "I love kids mix", "I like to build dens and meet new friends" This highlights the lovely warm relationships they have with the staff and their enjoyment in the club.

There is a very strong emphasis on independence and children are encouraged to access their own drinks, help out at snack times and tidy away the toys after they have finished with them. They are extremely encouraged to make friends and play well alongside their peers. Parents comment on how extremely well the children mix with different schools. Children use programme toys and a computer from a very early age. They are extremely eager to talk to visitors with great delight about their positive experiences in the club. Such as, they were keen to speak of the recent visit from the Prime Minister and his wife. Children learn key words in other languages helping them to communicate with each other. Baking activities allow the children to sample foods from different origins and talk about different countries. They also thoroughly enjoy a wealth of celebrations, which gives them a strong awareness of diversity. Children talk about the weather and news during snack times and attend a wealth of trips, for example, to Dunham Park and to other very interesting places during the summer holidays.

Children have very good opportunities to see examples of everyday print and to learn that print has meaning throughout the setting. All toys are very well labelled and enable children to freely choose what they want to play with. There are lots of opportunities for making marks through the fun, inspiring activities accessible to them throughout all the sessions. Children learn to count, calculate and solve problems throughout their daily routine. A wealth of games and puzzles, such as, zingo bingo helps them to recognise colours and numbers. They have opportunities to access a wide range of media and lots of photographic evidence demonstrates children making foam hands, baking gingerbread, designing a bracelet and melting chocolate into a mould. They sit and concentrate when painting a mask, rosettes

and displays for the royal wedding. Children are engrossed in dressing up and role play which really enhances their imaginative skills.

Children's physical skills and coordination are exceptionally developed as the staff encourage and promote excellent outdoor play and exercise. They have superb opportunities to balance, skip, peddle bikes and play games in the outdoor play area. A new canopy purchased alongside other new equipment from recent funding enables them to play out in all weathers. A football coach also attends once a week to enhance their physical development. Furthermore, they have great access to the school's sensory garden and talk about nature as they find a snail to observe.

Children's health is extremely well promoted. The premises are clean and discussions take place about the importance of washing hands and hygiene, which helps to develop children's awareness of the concepts of effective routines. Very good hygiene practise is demonstrated by children and staff and they participate in a wealth of activities that keep you healthy. Posters that promote good health are displayed throughout the club. Also the club have received a healthy living award, all children and staff are thrilled with the status. Children enjoy healthy snacks and staff provide a hot meal which assists the families when their children have to attend further activities during the evening. Children have access to drinks at all times to keep them hydrated both inside and when playing outside.

From an early age children learn the importance of sharing and taking turns. Children behave extremely well as staff as constantly use praise and distraction and keep the children exceptionally stimulated throughout the session. Children remind each other about when it is their turn on the computer. They speak to visitors about their own ground rules and how they are aware of their own boundaries in the club. The premises are extremely safe and secure, both inside and outside are subject to rigorous risk assessments. Children are encouraged to keep themselves very safe and wear bright coloured clothing when out on trips to help staff recognise them. They are constantly reminded to be careful when playing outside and a wealth of activities based around road safety and stranger danger reminds children of safety issues while having fun. Staff have exceptional robust systems in place when walking to the club from the nearby school. For example, laminated cards display the name of the children to be collected and the excellent deployment of staff and high staff ratio further enhances children safety when out in the community and when picking children up from the classrooms. A detailed fire policy is displayed and they regularly practise the fire drill, which is recorded in detail. This gives them a very strong awareness in the event of an emergency.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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

Outcomes for children in the Early Years Foundation Stage	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