

Stanford Kidz Klub

Inspection report for early years provision

Unique reference number

EY298799

Inspection date

08/06/2011

Inspector

Elisabeth Wright

Setting address

Stanford School, Cooper Lane, Laceby, Grimsby, North East
Lincolnshire, DN37 7AX

Telephone number

01472 239 832

Email

head@sjl.tlfe.org

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Stanford Kidz Klub is a committee run provision. It was registered in 2004 and operates from a designated classroom and the school hall of Stanford Junior and Infant School in Laceby, North East Lincolnshire. Children have access to a secure enclosed outdoor play area. The setting is open Monday to Friday from 7.30am to 8.55am and from 3.30pm to 6pm during term time and from 8am to 6pm during school holidays. It is open for 45 weeks of the year, except for public holidays.

A maximum of 26 children aged from three 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. There are currently 61 children on roll. Of these 15 are under eight years and of these five are within the early years age range. No children in the early years age range were present at the time of inspection. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, including the manager who work directly with the children. Of these, three of hold a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending the setting and an emphasis on child-initiated play supports children's individuality and inclusion. Children make satisfactory progress in their learning and development and staff promote their welfare appropriately. A satisfactory range of resources are available, although they are not always organised effectively. Whilst the club shows satisfactory capacity to improve overall planning for improvement, including processes of self-evaluation are not yet fully developed, including effectively identifying the training needs of staff. As a result some of the requirements for the safe and efficient management of the provision, with regards to staffs' understanding of safeguarding procedures and providing parents with the details for contacting Ofsted have not been met. This is a breach in requirement and impacts on children's overall safety.

What steps need to be taken to improve provision further?

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

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 08/07/2011
- provide information for parents about the details for contacting Ofsted. (Safeguarding and promoting children's welfare) (also applies to both parts of the 09/06/2011

Childcare Register)

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

- improve systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review procedures to ensure that staff appraisals effectively identify the training needs of staff with regard to developing further their understanding of the Early Years Foundation Stage and supporting children with special educational needs and/or disabilities
- enhance children's experience by ensuring practitioners plan and resource a challenging environment where their play can be supported and extended.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because appropriate systems for recruitment and vetting ensure that staff looking after children are suitable to do so. There is a designated and trained safeguarding officer and a clear safeguarding policy is in place. However, all members of staff do not have a secure understanding of the setting's safeguarding children policy and procedure, which helps to protect children from harm and neglect. This is a requirement of the Early Years Foundation Stage. Detailed risk assessments and daily checks ensure that risks to children's safety are minimised. Staff members are appropriately qualified and deployed to provide sufficient levels of support for all the children attending.

Staff form appropriate relationships with parents and carers of children. Their views and opinions are valued and sought through regular discussions and newly introduced parent questionnaires. Information, upcoming events and policies and procedures are clearly displayed on the notice board. A complaints procedure is in place with an explanation that parents can make a complaint to Ofsted should they wish. However, details of how parents can contact Ofsted are not included, which is a requirement of the Early Years Foundation Stage. The setting maintains a sound relationship with the host school and other early years professionals to ensure children's needs are planned for. Equality and diversity are appropriately supported because staff endeavour to treat all children as individuals and to ensure they are fully included.

Staff work hard to provide a relaxed environment where children settle well, feel secure and make appropriate progress in their learning and development. However, although a satisfactory range of resources are available staff do not always effectively plan and resource a challenging environment where children's play can be supported and extended. Although annual staff appraisals are conducted they do not effectively identify the training needs of all staff. As a result staffs' knowledge of the Early Years Foundation Stage has not been developed further or the special educational needs coordinator training been updated. However, because staff know the children well the impact on their learning and

welfare needs is minimal. The setting demonstrates a satisfactory capacity to improve. The committee and manager meet regularly and are committed to improving the quality of the provision for all children. However methods of self-evaluation are in their infancy and are not yet consistently effective in identifying the setting's strengths and priorities for development in order to implement improvement.

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

Staff provide activities and experiences which focus on children's free choice and enjoyment. As a result, evidence shows that children are appropriately supported to enable them to relax after school and mix with their friends in a secure environment. Staff demonstrate an appropriate understanding of the principles of play which ensures that young children would be listened to and supported in their choices. Staff make sure that there are opportunities for active play both indoors, in the school hall and outside where children can participate in throwing and catching activities, games of football and experiment with other small sports equipment. Children also have the choice to remain in the classroom and engage in quieter pursuits. Evidence shows that children regularly participate in a range of activities including art and craft, role play and computer games. Staff state that they support children's own play ideas and therefore allow them to enjoy their time at the setting and make sound progress. Evidence shows that children solve problems as they put games and puzzles together and play with construction materials. They have free access to an appropriate range of mark-making materials and enjoy drawing and painting pictures which are then displayed on the wall for all to see.

Evidence shows that children are developing an appropriate awareness of healthy lifestyles and how to keep themselves safe. Safety rules are explained to all children who attend, for example, how to use the equipment in the hall safely. Children are provided with an appropriate range of healthy snack options and drinks of water are available throughout the session. Staff state that they involve all children in the running of the club. For example, they actively participate in setting the rules of behaviour for both their peers' and the staff which promotes respect for one another. In addition, mixing with a wide age range of children supports them in gaining a satisfactory understanding of differing needs and abilities and provides them with good role models. Overall, evidence shows that children are able to make satisfactory progress in developing skills that will support them in later life.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Providing information for parents) 09/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Providing information for parents). 09/06/2011