

Waterthorpe Kids Club

Inspection report for early years provision

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Inspection date	11/07/2011
Inspector	Jane Hughes

Setting address	Emmanuel Junior School, Thorpe Drive, Waterthorpe, Sheffield, South Yorkshire, S20 7JU
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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

Waterthorpe Kids Club was registered in 1997 and is run by an organisation. The club operates from the Emmanuel Community rooms, which are on the same campus as Waterthorpe Nursery and Infant School and Emmanuel Junior School in Sheffield. The club is available to children who attend either of the above named schools. The children have access to a large community hall and the adjacent secure enclosed school grounds. The club is open Monday to Friday from 3pm to 6pm, during school term time only and children attend for a variety of sessions.

A maximum of 24 children aged from three to eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. There are currently 58 children on roll. Of these, 30 are under eight years and of these 17 are within the early years age range. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are two members of staff, including the manager, who work with the children. Both hold an appropriate National Vocational Qualification at level 3 in early years and playwork. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a relaxed and happy atmosphere which is highly valued by parents and carers. Staff successfully identify and meet each child's individual developmental needs and promote most areas of learning well. There is a secure focus on inclusive practice that runs through everything the club provides. Overall, policies and procedures are implemented effectively to safeguard and promote children's welfare. Good systems for self-evaluation enable the club to move forward well in terms of its provision and practice. As a result the club shows a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review procedures to ensure regular fire evacuation drills are carried out
- extend the range of books that show a range of languages, dress and customs.

The effectiveness of leadership and management of the early years provision

Secure recruitment and vetting procedures ensure the suitability of adults to work with children. Staff have a good knowledge of the procedures to safeguard children and understand their role in reporting any concerns. Staff hold appropriate early years qualifications and regularly undertake additional training to update their skills. Staff check that the setting and equipment are safe and secure and complete detailed risk assessments. This ensures that children can make full and safe use of the spacious indoor and outdoor areas. However, previously regular evacuation drills have not been carried out recently to ensure all children are sufficiently familiar with the routine for keeping themselves safe in an emergency. Staff have a robust knowledge of children's individual needs and react immediately to medical or personal concerns. There is good attention overall to the promotion of equality and diversity within the setting. Play resources reflect diversity and difference well. However, the range of books which illustrate different cultures, language and dress are less well developed.

Leaders show ambition as they work to raise further the quality of provision and outcomes for children. Systematic self-evaluation effectively identifies weaker and stronger areas of practice. As a result, there are detailed plans in place for future improvements. Staff discuss regularly what is working well, where improvements could be made, and plan well for children's future learning and development.

Staff establish positive relationships with parents and carers who strongly appreciate everything the club offers. They feel well informed about policy, procedure and expectation. Staff liaise well with the co-located schools and ensure regular discussions and the transfer of information. These enhance continuity of care and support well the specific learning and development requirements of individual children. Staff are deployed effectively and ensure good quality resources meet the needs of all groups of children, including those with special educational needs and/or disabilities.

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

Staff ensure that children have time to relax in the club after a busy day in school. They promote children's independence well, allowing them to choose for themselves the activities that interest them the most. The club is harmonious as children behave well, share resources equally, and show respect for each other.

Staff ensure that children carefully follow hygienic practices. For example, they wash their hands after visiting the toilet, before eating or when helping to prepare foods such as fruit salad. Children also prompt each other about this good practice. Staff encourage children to enjoy a range of healthy snacks, including a variety of fruits, vegetables and cereals at teatime. The spacious outdoor area allows children to run, jump, climb, to play with balls and to develop imaginative games. They have a good range of resources from which to choose, such as small world

toys, dressing up clothes and a variety of sports equipment. Children have a good awareness of potential hazards such as stranger danger. They are comfortable in the club because they know that the adults take good care of them. Staff have a good understanding of children's medical needs and track their learning and development well. They provide regular information to parents, carers and other staff about children's learning and development. The continuity of care between the club and school staff helps children to feel at ease and safe.

Children say that they like coming to the club. They form good friendships and look forward to meeting up at the end of the school day. They are familiar with the routines of the club and are happy to take on responsibilities such as tidying away. Staff encourage children to contribute well to drawing up club rules and in planning activities and trips. They engage children well in friendly and supportive conversation and also encourage problem solving and debate. This adds value to their communication and social skills, helps them to learn and develop well, and prepares them successfully for the future.

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