

North Leigh Kids Club

Inspection report for early years provision

Unique reference number	134445
Inspection date	07/07/2011
Inspector	Jameel Hassan

Setting address	North Leigh C of E School, Park Road, North Leigh, Witney, Oxfordshire, OX29 6SS
Telephone number	01993 881525
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

North Leigh Kids Club is situated within the Primary School in the village of North Leigh. It has been operating since May 1996. The club operates in the school hall, connected craft area and library and has use of the school playgrounds, playing field and woodland area. Children attend from local schools. The club is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 16 children may attend the club at any one time. There are currently 25 children from four years of age on roll. The club opens each week day from 3pm until 5.30pm during school terms. It can support children with English as an additional language and those with special educational needs and/or disabilities. The club, which is managed by a committee of parents and trustees and is a registered charity, employs two staff. The play leader holds the NVQ in Playwork at Level 3. Both staff have completed first aid and child protection training.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

North Leigh Kids Club is a welcoming environment for children and their welfare is effectively promoted. Since the last inspection, staff have worked to make improvements, particularly in staff vetting procedures and risk assessments, thereby improving children's safety, but documents are not yet sufficiently well organised. Staff are vigilant about children's safety but outside doors are occasionally not secured during the hours the club is operating. There are good opportunities for children's development and learning inside the club but the outdoor provision is not sufficiently well developed to ensure all children's needs are met. The staff and committee, are keen to ensure continuous improvement so as to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- liaise closely with the school to ensure the doors into the club are kept locked at all times until children are required to leave or go outside ????
- take positive steps to ensure that all necessary documentation is kept in one safe place to ensure easy access
- improve the quality of provision and resources in the outside area to better promote children's physical development and to provide more opportunities for them to learn through play and exploration
- provide more opportunities for children to develop their speaking and listening skills and those in information and communication technology.

The effectiveness of leadership and management of the early years provision

The club has sound procedures to keep children safe. The premises are generally secure and can only be entered through the school. Staff check the back door frequently as cleaners sometimes forget to close it securely. The staff have been vetted and visitors sign in on arrival. All staff are aware of the children's allergies and health conditions and they are sensitive to each child's needs. Policies have been reviewed regularly and can be seen by parents. Staff carry out daily risk assessments to reduce the risk of accidents and they check the premises before each session. The staff understand how to safeguard children because they attend training and an induction programme is in place for new members of staff. They are trained in first aid and know how to handle food hygienically.

The club engages parents appropriately, for example, through conversations with staff when they collect their children. Parents complete surveys giving their views about the way the club is run and what activities it provides so that they are involved in evaluation. However, the club does not always follow up promptly on the responses to questionnaires. Some parents also attend committee meetings to give their points of view. They feel that their children are safe and can choose from a range of activities. The staff establish particularly close links with parents of children who find socialisation difficult so that they can provide consistent support for them and help them to make progress.

The club has good links with the on-site primary school. Staff of the club go and collect the younger children and bring them to the club. They talk to the children's teachers on arrival each day. This means staff know what sort of day each child has had and how they are feeling. They can pass information from teachers to parents. Parents find this reassuring and it also ensures staff know the children well and can support them. The staff share their planning, which builds on what the children have been learning in their classrooms. Additional partnerships with local organisations are helping to support the club's development by sharing good practice. Leaders demonstrate satisfactory self-evaluation and ensure a suitable focus on promoting diversity and equality. They have clear ideas about how to develop the provision. The club has improved since the last inspection as a result of leaders' actions and commitment, although the organisation of important documentation does not ensure that it is easily accessible. Staff keep records of the children's progress using notes and files which help them identify the next steps each child needs to take in order to make further progress. Parents can look at these records so that they have a better understanding of how their children learn when they attend the club. The committee and staff meet to evaluate the provision and to plan improvements they can make, to give the children more opportunities. Leaders ensure that appropriate resources are available, but the outdoor provision does not provide enough opportunities for children to develop their physical skills, have the freedom to explore and use their senses.

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

The children enjoy their time in the after-school club. They are pleased to enter the provision and get involved in organized activities. Children of different ages play together well and this helps them in their social development. The children feel safe and know the adults will help them if they need it. They know how to keep themselves and others safe by using equipment safely, such as scissors when making things. The staff know the children well and generally use positive language to encourage them to develop new skills. The staff support children with special educational needs and/or disabilities and adapt activities well for them so that they make as much progress as their friends. The children concentrate on activities and like to use their imagination, for example by building dens. The children choose what they would like to do and ask the staff for the equipment they would like to use. The staff provide sound support for this child-initiated activity. Children enjoy role play and dressing up and there are plenty of opportunities for them to do so, but there are too few opportunities to develop their future skills using information technology. The children develop appropriate creative skills through drawing pictures, designing and junk modelling.

There is a suitable range of toys and games for them to choose from. Children learn about different faiths and cultures, for example through the celebration of Divali and Chinese New Year. The staff provide some exciting tasks for the children, such as using chopsticks and cooking noodles and pizzas, which give them opportunities for speaking and listening, weighing and measuring. On the whole, not enough emphasis is given to developing children's communication skills. The children have agreed their own rules so that they make the right choices in their behaviour. Staff discuss the rules regularly. The children are polite. They respect adults and during snack time they show they have good table manners. The children understand how to avoid the risk of infection and keep healthy, for example, by knowing when and why they need to wash their hands and how the staff clean the tables before snack time. The older children develop their sense of responsibility by supporting the younger children in their play. Staff engage with the children and encourage them to make the most of the opportunities which are available.

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
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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

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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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