

Whitworth Kids Club

Inspection report for early years provision

Unique reference number EY420552
Inspection date 13/07/2011
Inspector Sheena Gibson

Setting address Field House Infant School, Lower Whitworth Road,
ILKESTON, Derbyshire, DE7 4LT

Telephone number 07720132590

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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

Whitworth Kids Club registered in 2010. It operates from Field House Infants School in Ilkeston, Derbyshire. Care is provided in a purpose-built building in the grounds of the school. The school hall and associated facilities are also part of the registered provision. There is a secure playground for children to use. The setting provides before school care from 7.30am until 9am and after school care from 3pm until 6pm, Monday to Friday term-time only. There is also a holiday provision that runs from 7.30am to 6pm daily, if there is sufficient demand and the club also offers care on school inset days.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 24 children. All children can be in the early years age group, but none can be under two years. Currently there are 40 children on roll, of who, four are in the early years age group. Most of the children who attend the club also attend the school with some children coming from the surrounding schools. The provision cares for children who have learning difficulties and/or disabilities. Staff walk to drop off and collect children from local schools. The setting employs nine staff, with six of these holding a child care qualification to level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met well in a setting that values their individuality. On the whole, systems that are in place, alongside effective staff support, help children to make good progress with their learning. Partnerships with parents and external providers, successfully promote children's welfare and development. Staff take positive steps to keep children safe and for the most part, these procedures work very well. Methods have been developed to monitor and reflect practice. These are used effectively in order to maintain improvement.

What steps need to be taken to improve provision further?

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

- carry out regular staff appraisals to effectively identify and target any development needs
- build on systems for ensuring that children are making progress in a balanced way across all areas of learning.

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding about keeping children safe from abuse. The person responsible for safeguarding has a strong understanding of the setting's procedures, current legislation and where to go to report a concern. A detailed written policy is in place that underpins staff practice. The setting has robust systems in place for the recruitment of staff. This includes staff having a successful Criminal Records Bureau check, signing a health declaration and the checking of references to ensure suitability. Staff undertake training to maintain their knowledge and skills, although this is not always effectively targeted as appraisals have not been regularly carried out.

The premises where children are cared for are safe and secure. Parents, children and visitors are reminded about not opening the door and allowing someone in who is not known to staff. Staff undertake thorough risk assessments on the indoor and outdoor environment so that they remain safe for children to use. These are regularly reviewed and acted upon where necessary, which may include working with other providers to make certain that the safest and most effective procedures are in place. Outings are also risk assessed and steps taken to ensure that children stay safe and seen when out of the building. For example, they wear high visibility vests when walking to and from school.

Staff take positive steps to ensure that the setting is fully inclusive. They obtain detailed information about individual children and use this effectively to meet their needs. For example, where there are particular health issues staff take time and extra care to make sure that children are able to feel fully part of the provision. This may include staff putting together care plans for individual children. Staff have developed successful partnerships with parents. There is comprehensive information available for parents, in various formats, throughout the setting. For example, parents receive a detailed pack when they join the setting, regular discussions with staff keep them informed on a daily basis and there is a substantial amount of information for parents to take and/or read in the foyer. This ensures that parents are involved with all aspects of their child's welfare. Links have been made with the local school and where required, the Local Authority and medical staff, in order to support children's care.

Resources are deployed effectively. Staff communicate well with each other so that they are able to be where they are of most benefit to children. Toys and activities are set out and stored so that children can always make choices. For example, boxes are labelled with words and pictures so that all children know what is stored within them. The setting uses the local community to enhance children's experience. For example, they enjoy visits from the police, fire brigade and a chef, as well as the local arts festival. The manager of the provision is very passionate about the club. The strong staff team work well together and share the aims of the provision. The Ofsted self-evaluation form has been completed in detail. It provides an honest and realistic view of the provision. Consequently, it supports staff in identifying the strengths and weaknesses of the provision in order to maintain continuous improvement.

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

Children's health is very well-supported. The environment is clean and well maintained. Children have good facilities for managing their personal care and they are learning about the importance of good hygiene. For example, posters in the toilet area remind children about washing their hands and staff speak to them about using a tissue when they sneeze. The 'Whitworth' teddy bear is used to make learning about health and hygiene interesting and fun. Alongside being offered healthy snacks, children learn about healthy eating in a variety of interesting ways. For example, they draw and make a 'healthy' wrap, put happy and sad faces next to foods that are 'good' and 'bad' for them and made a display depicting a healthy picnic. There are ample opportunities for children to have fresh air and exercise. For example, they ride bicycles, play hopscotch and play ball, all of which contributes to children maintaining a healthy lifestyle.

Children demonstrate confidence and a feeling of safety. They boldly express their feelings if something has made them cross or when they have enjoyed an activity. Staff talk to them about making sure that they wear their cycle helmet and ride safely one-way around the playground. Children and parents have an induction when they join the setting, during which they learn about security, fire safety, stranger danger and crossing roads safely. Children's learning is, on the whole, promoted effectively. Staff know the children well and do some observations to try and better understand their abilities. They then incorporate some activities into the planning, which they know will support further development. However, the observations are inconsistent and therefore do not effectively ensure children make progress in a balanced way across all of the areas of learning.

Children enjoy their time in the setting. When they arrive from school they know where to hang their coat and immediately begin to play. They enjoy a wide range of activities that support their developing skills. Their creativity is demonstrated when they dress up as a superhero and pretend to save the world, tell a story using puppets, and burst into song as they mimic pop singers. They are able to capably manipulate small objects to build, for example, a windmill out of plastic construction materials. They display pride as they show their creation to staff. They enjoy counting the stickers that they receive for doing something helpful and know, for example, that five less than three is two.

Children understand their own needs and are able to express feelings. They are well-behaved, very sociable and have developed friendships within the club. They understand the club rules as they have been involved with developing them. They play cooperatively and are learning to be tolerant and good citizens. Various resources depict positive images of culture, race, ethnicity and ability, with activities taking place that help them to celebrate differences.

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