

Little Gems Kids Club

Inspection report for early years provision

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Inspector Jacqueline Nation

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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

Little Gems Kids Club is one of four out of school clubs which are privately owned and run. It opened in 2010 and operates from a classroom situated in Sidemore First School in Bromsgrove. There is a fully enclosed outdoor area and the setting also uses the school playgrounds, playing fields and Forest School area for outdoor play. The provision is available for children attending the school.

The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The club is registered to provide care for 24 children aged from four to eight years. Currently there are 60 children on roll, of whom 11 are in the Early Years Foundation Stage. The club is open each weekday from 8am until 9am and from 3.15pm until 6pm during school term times. Children attend a variety of sessions.

The setting employs three staff to work with the children, all of whom hold appropriate playwork or early years qualifications. The setting receives support from the local authority and is a member of the '4Children' organisation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are eager to attend this welcoming club where they make good progress in their learning and development. Staff have a good relationship with children, parents and others involved in children's learning. They provide a safe and inclusive learning environment that promotes diversity, good behaviour and independence. Most of the required documents are in place, although some lack the required detail. Self-evaluation has been undertaken and gives the staff team a good overview of what works well and aspects which can be developed. There is a good capacity for ongoing continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure a daily record of children's hours of attendance is maintained accurately (Documentation) (this also applies to the Childcare Register). 28/07/2011

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

- ensure that parents are provided with up-to-date details for contacting Ofsted so that children are adequately protected.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given good consideration. The clear safeguarding policy, along with the staff's good understanding of child protection procedures and effective links with other organisations, results in children being fully protected. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures, which help ensure the suitability of staff who work with the children. To support this, clear procedures are in place to monitor staff's ongoing suitability. A comprehensive risk assessment and daily checks ensure that potential hazards are identified and minimised. All visitors to the setting are required to produce identification before entering and sign a visitors book. The setting's clear practices, policies and procedures, which are regularly reviewed and shared with parents, contribute to the safe and efficient management of the provision. All the required documentation is in place, however, the children's attendance register lacks the required detail. This is with specific regard to children's arrival times at the breakfast session. This is a breach of a specific legal requirement and has the potential to impact on children's safety.

Children play in a bright, welcoming environment where they can relax and spend time chatting to each other and the friendly staff team. Children know the routine well and this helps them to feel secure and supports their well-being. They make choices about what they would like to do and particularly enjoy spending time outdoors. Staff ensure a well-balanced selection of adult-led and freely chosen activities are available each day. The club has a welcoming approach to inclusion. Each child is recognised for their uniqueness and staff have a good knowledge of their needs, play preferences and interests. Children are helped to develop a positive attitude to equality and diversity. They take part in a range of activities and discussions which help them to understand about the world around them. A number of festivals and celebrations are acknowledged, for example, Chinese New Year, Hanukah and Diwali. There are no children attending the setting who have special educational needs and/or disabilities. However, the manager is fully aware of the importance of working closely with outside agencies to support children's welfare and development.

Partnerships with parents and carers are good. Parents receive a good range of information regarding the service and useful information is displayed on the notice board. However, parents do not have up-to-date information about how they may contact the regulator in the event of a concern. Daily discussions ensure parents are aware of their child's enjoyment, achievement and any concerns. Parents' views are welcomed and respected. Parental support for the setting is strong and parents spoken to at the time of the inspection comment positively on the provision and the friendly staff team. Strong relationships have been established with the host school and these links help children to feel valued and cared for. Staff spend time talking to teaching staff about topics being covered in school and look at how they can promote consistency and continuity of children's care and learning.

The setting is well led and managed and the staff team work well together. They

demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through training and discussions about improving practice. There are successful systems in place to monitor and evaluate the effectiveness of the provision, therefore supporting ongoing improvement.

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

Children enjoy attending this busy and friendly club where they happily settle to a range of interesting activities and discussions. There is a common sense of purpose between staff who work well together to ensure all children are included and have the opportunity to achieve well. Staff recognise that children learn through play, and when planning activities they take cues from them and use their observations to guide planning based on children's interests and play preferences. Staff make good links to school topics and incorporate activities which children enjoy, such as making treasure maps and building dens. Children's individual learning journey profiles are accessible to both children and parents, and detail their enjoyment and achievement while at the setting.

Children and staff get on very well; staff treat children with respect and clearly enjoy their company. This ensures positive relationships are formed and children's emotional and social needs are supported. Children improve their speaking and listening skills as they participate in a group discussion about keeping safe on the beach. All children join in and contribute their thoughts and ideas about what may be a danger to them on the beach. Staff talk to children about the different flags used on the beach and what each flag represents. Children develop their imagination well; they like to invent their own games and take on different roles and characters during role play and dressing up. They have opportunities to use numbers and develop their problem solving skills while completing puzzles, playing games, such as snakes and ladders and constructing with bricks. A good range of resources are provided for children to develop their creative skills, and they enjoy painting, drawing and taking part in craft activities. Their lovely artwork and paintings are displayed in the form of a collage entitled 'under the sea'. They make pasta picture frames, use cardboard boxes to build a castle and create cards for special occasions. Overall, children are developing good skills to support their future learning.

Staff place a strong emphasis on play, having fun and building positive relationships. Children are confident, happy and behave well. Staff give children the opportunity to talk about issues that concern them and time to reflect on any inappropriate behaviours. Children's understanding of healthy lifestyles is outstanding. They are cared for in a clean and well-maintained environment and highly effective hygiene routines followed by staff help to minimise the risk of cross-infection. Children's excellent understanding of how to keep healthy is evident in their enjoyment of well-balanced, nutritious food which they enjoy at a very sociable teatime. Children are gently encouraged to try new foods, such as tuna and sweetcorn wraps and different types of fruit. A range of posters help support children in making healthy eating choices and to recognise the benefits of eating breakfast. Children have a good understanding of how to keep themselves

safe. They practise the emergency evacuation procedures, and in the extensive outdoor play areas children test their skills and make new discoveries within safe boundaries. Children play with a wide range of outdoor play equipment; they like playing football, skipping, parachute games and practise their balancing skills as they walk along the beam. Staff talk to children about the rules for outdoor play, particularly when they play in the Forest School area. Children benefit greatly from the opportunity to play outdoors and this helps to promote self-confidence in their physical ability and gives them freedom to explore and develop an interest in their natural surroundings.

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	1
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:

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 (Records to be kept). 28/07/2011