

Cooper & Jordan Kids Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Cooper & Jordan Kids Club registered in 2011. It operates from two designated rooms, the bistro and an outdoor play area within Cooper and Jordan School in Aldridge, Walsall. The setting serves the local area.

The setting is open Monday to Friday during the school term. Sessions are from 7.45am until 9am and from 3.15pm until 5.45pm. Children attend for a variety of sessions. A maximum of 40 children aged between three and 11 years may attend at any one time. Currently, there are 45 children on roll aged from three to 11 years. Of these, 15 children are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are five members of staff who work with the children. Of these, three hold a National Vocational Qualification (NVQ) at Level three, two hold a NVQ at Level two and one member of staff is working towards a NVQ at Level three. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this inclusive setting as their individual needs are always considered. They are cared for by a united staff group who are well supported by the larger organisation. The premises are safe and children's safety is carefully monitored through the comprehensive risk assessments. Parents are included in their child's care through discussions with the friendly approachable staff group. The measurement of the effectiveness of the setting is developing well, with the setting currently exploring ways of making this more effective, demonstrating that there is good capacity for improvement.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have good child protection knowledge. Ongoing safeguarding training ensures that staff are updated and know how to

respond if there are concerns. The effective management team supports newly appointed staff through a comprehensive induction. Staff recruitment is effective and ensures that all staff are vetted and suitable and understand policies and procedures. This ensures that all staff understand their roles and responsibilities. The risk assessments are thorough and well documented and staff have a good awareness of how to protect the children in their care. Children are well supervised at all times promoting their feelings of safety. Outdoor play is well organised with sufficient staff on hand to supervise and support children's play. Through careful supervision staff ensure children enjoy safe play experiences. They experience an interesting and challenging play environment and use resources that are well suited to their age and preferences.

The expertise provided by partner agencies is used effectively to support the needs of all children. Staff are sensitive to children's individual care needs ensuring all children have care that closely meets their individual needs. Partnerships with parents are successful and through this staff provide care and education that is consistent and well supported by effective lines of communication. The system for measuring the setting effectiveness is developing with areas for further development being highlighted. Although, staff informally discuss priorities for development with parents and children, the setting has yet to fully implement an effective mechanism for seeking out the opinions of all stakeholders, children and their parents. Children learn about the needs of others through discussions and a good range of resources that enhance children's awareness of the wider community.

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

Children have formed firm and trusting friendships with other children and staff at this setting. Older children consider and support younger children's needs. This enables all children to enjoy their play activities and promotes their feelings of safety. Younger children's progress is documented in their individual learning journeys. These are illustrated by annotated photographs of their activities and used to inform the planning of further learning opportunities. Children create imagined scenarios which are inspired by each others' ideas and experiences. They confidently engage each other in conversation promoting their social skills as they discuss their play ideas. Board games are used which encourage children to devise winning strategies and use their numerical skills. Staff readily join in with outdoor activities and board games extending children's enjoyment. They support children's activities well, frequently offering one-to-one support so that children access good learning opportunities. Children's physical skills are promoted as they use the 'trim trail' and safely climb a variety of climbing equipment. They learn about healthy eating as they enjoy a breakfast and afternoon snack that is nutritionally well balanced. They spread fillings onto crackers and pour their own drinks promoting their independence. Children always have sufficient to drink as fruit squash and water are readily available. They are encouraged to recycle paper and appreciate how this contributes towards sustainability.

Children's creative skills are encouraged as they create images of their own choosing using pencils, crayons and coloured pens. They enjoy their friendships with each other as they use their interest in music to create their own games. Ball games prove to be very popular with many of the children, as they play football which promotes team working skills. Children have opportunities to learn about the world around them as they use the school grounds and hedgerows to observe plant life, insects and wildlife.

The varied rooms available to this setting are used well to provide a variety of play experiences. For example, the bistro area is used for children's snack and art activities and the smaller classroom is used by older children to devise their own games and enjoy quiet activities. Children's own preferences are strongly reflected in the activities offered. Staff record these suggestions and refer to these when planning activities. The room layout enables children of the different age range to access activities that are suited to their ages and abilities. Children who have special educational needs and/or disabilities receive good care as staff ensure all children are fully included in activities. Staff appreciate their different needs and adapt activities to suit individuals, accessing support from additional agencies where this is appropriate. Transitions to the school setting are well managed as staff work closely with the school staff and ensure children are collected safely, to ensure that they feel safe.

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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