

KIDZ R US

Inspection report for early years provision

Unique reference number

EY412375

Inspection date

18/07/2011

Inspector

Sue Anslow

Setting address

Sandbach Community Primary School, Crewe Road,
SANDBACH, Cheshire, CW11 4NS

Telephone number

01270685222

Email

admin@sandbach-pri-cheshire.sch.uk

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

KIDZ R US out of school club opened in 2005 and moved to its present premises in 2010. It operates from the hall and nurture room in Sandbach Community Primary School in Sandbach, Cheshire. Children have access to the school playground and field. The out of school club is open each weekday during term time, from 8am to 9am and from 3.15pm to 6pm. During the holidays the club is open each weekday from 8am to 6pm.

The out of school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time. There are currently 25 children aged from three to under eight years on roll, some in part-time places. The out of school club has a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five members of staff who work on a rota basis. Two members of staff, including the manager, hold early years qualifications to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children attending the out of school club enjoy the relaxed, informal sessions with their friends. Emphasis is on freedom of choice and independence, with staff offering support and guidance as required. Each child's individual needs are met well with regard to learning and development and welfare requirements. However, the practice is not sufficiently supported by documentation and record keeping. Staff build appropriate relationships with parents, exchanging verbal information daily. The out of school club is very much part of the local community provision in the area, with staff liaising closely with teachers in schools and staff in the neighbouring children's centre. Systems for evaluating the setting's strengths and weaknesses are currently being developed and plans for the future are sound.

What steps need to be taken to improve provision further?

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

- keep a daily record of children's hours of attendance (Documentation) 01/08/2011
- obtain information from parents about who has legal contact and parental responsibility for each child. (Safeguarding and welfare) 01/08/2011

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

- develop a systematic and routine approach to making observational records of each child's progress in the six areas of learning
- update the record of risk assessments to include all areas used by children, namely the nurture room
- develop the process of self-evaluation in order to identify the setting's strengths and areas requiring improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected through close supervision and appropriate teaching by staff. A written policy outlines staff's responsibilities with regard to any significant concerns and is available for parents to read at anytime. Procedures for the recruitment and vetting of staff serve to protect children. Anyone not fully cleared is never left on their own with children. Staff help children to keep themselves safe through regular routines and reminders, such as fire drills. Risk assessments of most areas children use have been carried out, although, the nurture room has not been included, which impacts on children's safety in this area. Staff take and collect younger children from their classrooms and record their attendance on the register. However, exact times of arrival and departure are not recorded which impacts on children's safety in an emergency.

The staff team work well together, with support from the lively and enthusiastic manager. They discuss any issues at regular staff meetings and are encouraged to attend relevant courses. They plan for future events and activities but have not yet got systems in place to evaluate the setting as a whole. The out of school club operates a policy of inclusion and equality for all and each child has their own key worker. Parents are kept well informed about events and activities being planned, as well as verbal information about what their children have been doing. They complete a registration form when the children first start, with contact numbers and written consents for such things as emergency medical treatment and taking photographs. They do not, however, state who has parental responsibility or legal contact with each child, which is a requirement of the Early Years Foundation Stage.

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

Children are able to relax and have fun in the informal environment, whilst gaining knowledge and skills needed to promote their all round development. Staff provide a range of resources and activities for children of all ages attending the club, which is held in the school hall and sometimes the nurture room. A selection of activities is set out for children to play with at each session and they can also request resources from the storage cupboards. Children move freely around, choosing to play quietly on their own or with friends. A craft table is available at most sessions and they can join in with baking activities every Wednesday. Other resources include puzzles, board games, books and some small world toys. Children move

round happily and independently, trying different activities, with staff on hand to guide or make suggestions, encouraging learning in a fun way.

Staff talk to children about what they would like to play with whilst at the club and give out questionnaires to gauge children's likes and dislikes. They behave very well, taking turns and sharing. Older children love helping the younger children and siblings enjoy the chance to play together after school. All the children thoroughly enjoy playing outside in the playground and field after a busy day at school. Emphasis is on fun and relaxation outside school hours, with a range of activities which compliment the Early Years Foundation Stage Framework provided at school. Staff make written observations of the children's efforts and achievements in order to monitor their progress. However, these observations are not carried out regularly enough to track their progress in each area of learning. Notes on each child are currently kept in one book all together which prevent individual parents or children seeing their records. Staff take lots of photographs of children enjoying different activities or outings which are displayed in a large album for parents to see.

Children's health is protected through close supervision and following good hygiene routines. They are accompanied to the toilets and reminded to wash their hands. Most staff hold current first aid certificates and any accidents or illnesses are managed appropriately. Staff encourage healthy lifestyles through lots of physical play both indoors and outside. Healthy snacks are provided at every session and children often enjoy fresh produce from the school garden. Drinks are available on request throughout every session. Children are friendly, confident, interested and talkative. They are happy for staff to join in their games or just watch from the sidelines. Laughter and smiles are a prominent feature in the setting's relaxed and informal style.

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	4

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	4
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	4
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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) 01/08/2011

To comply with the requirements of the voluntary 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) 01/08/2011