

Prime Time Kids Club

Inspection report for early years provision

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Inspector

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Setting address

Wareham Lady St. Mary C of E First School, Streche Road,
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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

Prime Time Kids Club re-registered in 2011 and operates from Lady St. Mary First School, in the centre of Wareham. The club is run by a company and provides out of school and holiday care for up to 26 children from age three to under eight years. The club is open Monday to Friday, term time from 7.30am to 8.45am and 3.00pm to 6.00pm. During the school holidays, sessions run from 7.30am to 5.30pm each weekday. There are currently 80 children on roll of whom eight are in the early years age range. There were no children in the early years age group present during this inspection. The club caters for children up to the age of 12 years and offers spaces to children from other local schools. The club's main accommodation is a portacabin in the school grounds. This offers a play room with reception area, toilet and kitchen facilities. They also have use of the school hall, playground and field. The club employs a qualified manager who holds National Vocational Qualification at level 4 in childcare and education. She is supported by three members of staff, all of whom hold a recognised childcare qualification. They work closely with the adjoining first school and the other local infant school. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a relaxed and homely environment so children can quickly settle. Staff may clearly establish children's individual needs through the close partnership with parents and carers. Staff provide a good range of activities and resources which can effectively support children's learning and development. Staff generally understand how to support children's health and safety well. Systems to monitor and evaluate are effective in recognising areas to develop and this results in staff maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- review risk assessments to cover anything with which a child may come into contact including cleaning solutions
- support children further in taking on small responsibilities, for example, by encouraging their participation in preparing snacks.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their role and responsibility regarding the safeguarding of children. They have attended training and are confident in the procedures to follow if they have a concern about a child. Staff have completed detailed risk assessments including outings. However, some aspects require reviewing to include everything with which a child may come into contact, such as accessible cleaning solution. Effective recruitment procedures include staff being suitably checked. Required documentation is in place and effectively contributes to children's health, safety and well-being. Staff understand the need to supervise children closely including when using the outdoor area.

Staff have good systems to evaluate the provision, including reflecting on their practice effectively and asking parents to complete questionnaires. Any comments from parents are welcomed and valued. Staff identify areas to develop, such as attending further training. Children may benefit, for example, from sharing a new allotment and growing vegetables. Resources are well-deployed for easy access to encourage children to choose their own activities. Staff recognise the importance for children to have regular opportunities to use the well equipped outdoor area and to go on outings to get plenty of fresh air and exercise. Equality and diversity are effectively promoted. Through discussion, it is evident that staff are able to meet the individual needs of various groups, such as boys, when planning activities. There are ample resources reflecting different backgrounds and cultures and staff understand how to use these to support children's growing understanding of diversity.

Staff are developing highly positive partnerships with parents and carers. Policies and procedures are available for discussion during settling-in periods. Families may be kept well-informed as there is a notice board where certificates and information are clearly displayed. Staff also use newsletters and email to share information with parents. Through discussion with staff it is evident that they understand the need to exchange information with parents about their children. Questionnaires have indicated that parents whose children have attended the provision are happy with the service provided. Staff understand how to encourage good partnerships that can make a strong contribution to children's achievements and well-being including schools that the children attend. They have evidence to demonstrate that they offer complementary activities that foster children's care and education.

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

Staff demonstrate a secure understanding of the Early Years Foundation Stage framework. Through discussion it is established they are confident in observation and assessment systems. Staff are able to show how they keep suitable records to track children's progress towards the early learning goals. As a result they are able to support children in making good progress given their starting points. Staff

demonstrate how they plan using children's interests.

Through discussion staff show how they support children in gaining good skills for the future. The environment is set up to use resources independently and for children to be inquisitive learners. They may access a wide range of resources such as different coloured glitter and textured materials to promote their creative skills. Staff know how to support children's physical skills through playing outdoors on the variety of equipment such as the play trail with balancing and climbing opportunities.

Through discussion, staff demonstrate how they help children to effectively learn about the importance of following a healthy lifestyle. For example, learning about healthy eating by growing their own vegetables. Staff demonstrate how they provide a balance of nutritious snacks throughout the week including soup, toast, crackers and fruit. However, discussion indicates that staff do not always encourage children to take on small responsibilities, such as helping prepare their own snacks. Staff explain clearly how they support children's awareness of keeping themselves 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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