

Cool kids Club

Inspection report for early years provision

Unique reference number	EY318139
Inspection date	09/10/2008
Inspector	Peter Isherwood

Setting address	Clent Parochial First School, Bromsgrove Road, Clent, Stourbridge, West Midlands, DY9 9QP
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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.

Description of the setting

Cool Kids Out of School Club opened in 2006. The Club is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It operates from the school hall and adjoining room and has access to the school grounds within Clent Parochial Primary School in the village of Clent in Worcestershire. The school entrance and the areas inside the building used by Cool Kids Club are fully accessible to children and adults with disabilities. The club has access to a toilet for the disabled. The club serves the local area and has strong links with the school. The setting is registered to care for a maximum of 16 children from three to eight years of age. There are currently 22 children on roll who attend for a variety of sessions. The setting supports children with disabilities, and those who speak English as an additional language. On the day of the inspection, there were four children from the Early Years Foundation Stage (EYFS) present. The group opens five days a week. Sessions are from 15.00 until 18.00, during school term time. There is a total of three members of staff who work with the children. Of these, all have an early years qualification to NVQ Level 2 or 3.

Overall effectiveness of the early years provision

Cool Kids Club provides satisfactorily for children in the EYFS. Children are given many opportunities to choose activities and develop their independence and social skills. Observations of what children learn are at an early stage and are not always used to plan more challenging activities to move children forward in their learning. Evaluation and monitoring of the provision is informal and is not linked sufficiently to the impact on children. The centre manager is keen to improve the setting and is currently training to ensure that recent changes in the provision for children in EYFS have a beneficial impact on the children at Cool Kids.

What steps need to be taken to improve provision further?

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

- ensure that there is consistency in the teaching of basic hygiene skills
- use self evaluation to measure the impact of the provision on children's learning and development
- build on the present system of observations to identify the next steps in individual children's learning
- ensure that policy documents reflect fully the practice taking place in the setting.

The leadership and management of the early years provision

The manager and staff at Cool Kids Club are committed to ensuring that children are well protected. There is a robust system in place to ensure that adults who

work with the children are suitably vetted. There has been satisfactory progress in addressing issues raised in the previous report. Staff are now suitably trained in first aid and the administration of medicines. Fire drills are carried out on a regular basis. Children are no longer able to leave the premises without supervision. Details of the Ofsted complaints procedure and the current address and telephone number are prominently displayed. There is still some inconsistency in ensuring that children learn about basic hygiene, such as washing hands before eating. All necessary policy documents are in place but they are not always updated to reflect the practice taking place.

Relationships with parents are good and there is good interaction when parents collect their child. Any incidents and/or accidents are recorded and discussed with parents, who are asked to sign the accident book to show that they have been informed. There are missed opportunities to discuss the developments in children's learning when staff speak to parents.

The evaluation and monitoring of the setting is informal and it does not consider the impact of activities on children's learning. The manager is committed to improving her knowledge about self- evaluation and other aspects of the recently introduced EYFS framework. She has recently started to undergo training and is introducing new techniques such as observations of children. These are at an early stage and have not yet had a full impact. Staff ensure all children are fully included in activities but they do not yet have the information from observations to ensure activities challenge all children.

The quality and standards of the early years provision

Children enjoy their time at Cool Kids Club. There is a strong emphasis on play both in and outdoors. Outdoor games available for the children reinforce their understanding of living a healthy life. Children like the activities offered to them. They are proud of the things they produce like paper lanterns. Relationships between adults and children are good and have a positive impact on ensuring that there is good behaviour in the setting. Older children act as very good role models and support younger children well. There is good verbal interaction between adults and children working in close proximity and this has a very positive impact on developing children's speaking and listening skills. Occasionally, there are missed opportunities to engage children on other activities in conversation.

Staff are inconsistent in ensuring that children wash their hands before eating toast. As a result, children get mixed messages about the importance of personal hygiene. Healthy food is provided to children but eating habits are not well developed because children are allowed to wander about while eating.

Children are given good opportunities to develop independence skills by choosing activities but planning is informal and activities do not always build on what has gone before.

Staff have very close links with the host school and this is reflected very well in their knowledge and understanding of the children's social and emotional needs.

Staff from the club are included in relevant aspects of the school's training, such as using 'epi-pens' with children with severe allergies.

There is a safe environment and children know the simple and appropriate 'club rules'. There is an expectation of high standards of behaviour and children of all ages respond very well to this. Children move about with care and very good regard for others. Equipment for cutting is handled with great care. Staff keep a watchful eye on the children to ensure that they are 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met