

SKIDS Club

Inspection report for early years provision

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Inspection date	26/09/2011
Inspector	Christine Tipple

Setting address	Seamer & Irton Cp School, Seamer, SCARBOROUGH, North Yorkshire, YO12 4QX
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Telephone number	0172 386 5655
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Email	skids4kids@hotmail.co.uk
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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

Skids 4 Kids Limited Out of School Club was registered in 2011 and is privately owned and managed as a limited company. It operates from two adjoined classrooms within the school grounds of Seamer and Irton County Primary school in Seamer on the outskirts of Scarborough. The club serves the local area and has strong links with the school. The club is accessible to all children and there are enclosed areas within the school grounds available for outdoor play.

The club opens Monday to Friday all year round. Sessions in term time are from 7.45am until 9am and 3.20pm to 6pm and in the holidays 7.45am to 6pm. Children are able to attend for a variety of the sessions. A maximum of 100 children may attend the club at any one time. There are currently 297 children registered, of whom 14 are within the early years age group. The club also offers care to children aged over five years to 12 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and disabilities.

The club employs nine members of corechild care staff. Of these, eight hold appropriate early years qualifications at level 2 to 4, and there are supply staff for cover and the holiday club. They are a member of the national organisation 4Children and have achieved a silver award through the local authority Accredited Quality Assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and thoroughly enjoy their time at the club due to staff's enthusiasm and commitment. This supports the children to make good progress in all areas of their learning and development. Staff provide an inclusive environment where children's welfare, safety and individual needs are highly valued. Good secure partnerships are established with the school and with parents. The management and staff have taken steps since their registration to review most of their practice and provision and to start and identify areas to develop in the future.

What steps need to be taken to improve provision further?

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

- extend how the club evaluates its strengths and identifies areas to develop and how these impact on the overall quality and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being is given high priority by the staff. The comprehensive safeguarding policy, procedures and staff training enable them to be well informed about protecting children in their care. The systems in place provide a clear process to report any safeguarding concerns and to support staff and children. The risk assessments are detailed and cover all aspects of the provision, both inside the premises, outside and for all trips. The club have a clear recruitment and selection process which assesses the suitability of staff who work with the children. There is an induction programme and staff appraisals which enable all staff to develop through further training or to extend their qualifications. The comprehensive policies, procedures and all other documentation and records are well presented and reviewed to ensure these reflect the club's practice and other regulatory guidelines. This promotes an efficient and effective approach to the management of the setting. The staff and management have taken positive steps to review their practice and provision since their registration. However, the evaluation process is not yet sufficiently extended to include all those who use the service and how this impacts on raising the quality and outcomes for the children.

The staff aims to provide an environment that rewards, celebrates and encourages children in what they do. The staff offer a positive selection of activities, resources and images that enable children to be included and participate in the activities. Staff promote respect with all the children, introducing them to different cultures and raising their awareness of diversity and disability. Children engage in different celebrations and events, such as food tasting and creative activities. The facilities and wide range of resources and equipment are of good quality and are effective in promoting the areas of learning and extending children's interests. The children have ongoing access to these throughout the sessions to support them to make choices in what they do.

The partnership with parents is good. Staff provide them with a welcome pack which gives a clear outline of the club's practice and their key policies and procedures. There is a settling-in period during the summer holidays for the new starters to the school and the club. Displays of the children at their various activities and outings enables parents to see what their children do. Parents are invited to share their skills, such as creative and sports, with the children. The children's learning files are accessible to the parents and the children's class teacher as part of the shared support for individual children. The school newsletter includes the club's news and events and there is a positive working partnership with the school and club. Daily contact with the parents is valued and provides opportunities for staff to share information. Feedback from the parents is very positive. They fully appreciate what the club and staff provides for their children and know that it is a safe place. This is clear at home time when the children do not want to leave as they are having so much fun. Good use is made of community services and places of interest with the children, who have regular trips through the year.

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

The staff are confident in implementing the Early Years Foundation Stage. Staff plan effectively for their allocated key children in the six areas of learning. They offer a wide selection of learning opportunities which follow the children's interests and offer a good balance of child-initiated and adult involvement. Key staff provide individual learning development files for the children, which contain clear observations, photographs and identify areas to develop further. This is shared with the children's class teacher which all contributes to their ongoing progress. Staff work with the children to help them understand each other's needs. Children participate in games that require them to work together and to listen to each other. There are opportunities for the children to practice their emergent writing skills and to have assistance in recognising different letters. The environment is set up to provide creative play, with a range of different mediums, such as tile painting, making jewellery and wall displays. Children have a variety of games and use computers and other interactive media. Various puzzles and other activities promote children's skills to problem solve. Children grow tomatoes and other plants and enjoy baking together. The role play area is what the children want it to be, which encourages them to use their own ideas and imagination. The club provides an excellent variety of play opportunities outside through good use of the playing fields and covered area which enables children to use sand and water play. There is a strong emphasis on physical activity through participation. Staff are skilled in supporting all the children to take part and this promotes their understanding of the importance of being fit and healthy. The children have a lot of opportunities to access community activities, such as visits to the National Park and Air Museum.

Children know the importance of being healthy through the range of activities and information provided, such as learning about healthy foods and a balanced diet. Children have various snacks provided by the staff, which includes the fruit bowl which is accessible to all the children throughout the day where they can help themselves. Clear information is shared with the parents on the procedures taken when children are ill, and on administering medication and the recording of accidents. The staff's enthusiasm and commitment in what they do with the children is a key strength of the club. They promote very good role models for the children which is reflected in their positive behaviour. Children are polite and are developing their skills to share and respect themselves and each other. Staff take time to talk with the children about any problems or differences they may have, which enables them to develop their own negotiating skills. High priority is given by the staff to the children's safety. Good systems are in place which enable staff to communicate with each other wherever they are to ensure staffing and provision is maintained for the children's ongoing safety. Children take an active part in the regular evacuation procedure. Children thoroughly enjoy their time at the club and have developed secure and trusting relationships with all the staff.

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

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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

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