

Kids Kabin (Mundella)

Inspection report for early years provision

Unique reference number	EY309308
Inspection date	23/09/2011
Inspector	Eileen Rigby

Setting address	Mundella Primary School, Mundella Place, Sheffield, South Yorkshire, S8 8SJ
------------------------	---

Telephone number	07815 805009 07887 704694
-------------------------	---------------------------

Email	
--------------	--

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Kids Kabin (Mundella) was registered in 2005 and is one of several out of school clubs in the Sheffield area run by the Kids Kabin Partnership. The club operates from the dining hall of Mundella Primary School in Sheffield. Children have access to a secure enclosed outdoor play area. The club is open Monday to Friday from 3.15pm until 6pm, during term time only.

A maximum of 24 children aged between three years and under eight years may attend the club at any one time. The club also offers care to children aged eight to 11 years. There are currently 37 children on roll. Of these, ten are under eight years and of these five are in the early years age range. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club supports children with special educational needs and/or disabilities.

There are four members of staff who work directly with the children. Of these, one holds a qualification at level 4 in playwork and three hold a qualification at level 2 in playwork. 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 are happy and thoroughly engaged in a spacious and inclusive environment. They are confident communicators and use a variety of resources and equipment to extend their imagination. A wide range of activities ensure that children's learning and developmental needs are generally well met. Staff are supportive, caring and friendly and encourage children to become independent and active learners. All the required policies and procedures are in place and consistently implemented so that children's safety and welfare are promoted well. An effective system of self-evaluation which reflects on practice and identifies and supports areas for improvement displays good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- create an attractive book area where children and adults can enjoy books together.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of safeguarding and child protection procedures ensuring children's safety is a priority. The club operates a strong staff recruitment system to effectively check staff's suitability to work with children. Detailed annual and daily risk assessments maintain a safe and hazard free environment. Resources, including staff and the available accommodation are effectively deployed, ensuring children's opportunities for learning are maximised.

Staff know the children very well. An effective key person system, good connections with the host school and successful partnerships with parents and carers ensure children's individual needs are met. Equality and diversity are promoted well through a range of activities and resources, which promote positive images of different cultures, gender and disabilities. Effective strategies are adopted to consider and manage specific individual needs. This is particularly true for children with special educational needs and/or disabilities. A good range of strategies are used to keep parents and carers well-informed, such as newsletters, notice boards and daily discussions.

The manager and staff strive to maintain and improve practice. They value the input of children, parents and carers in their process of self-evaluation and have a shared vision and ethos. This information is used effectively to drive improvement and develop clear plans for the future. Recommendations from the last inspection have been successfully addressed which has had a positive impact on children's independence and safety.

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

Children are independent, confident learners who make good progress in their learning and development. They thrive in a happy, secure environment where their individual needs are well met. Staff value children's views and incorporate these in their planning and choice of activities. As a result, children have good relationships with staff and each other. They are motivated by a wide range of interesting activities and experiences. For example, children eagerly participate in dressing up activities where they pretend to be super heroes and wedding guests. Good use is made of everyday activities to promote children's mathematical skills. Children confidently count the number of plates required for snack time. They have many opportunities to solve problems and be imaginative as they adapt items to suit their purpose. For example, paper and sticky tape is used to make light sabres. Replica items such as telephones and walkie-talkies are used in role play, which allow children to successfully develop skills for the future. They have access to a good range of materials to develop their writing and communication skills. However, opportunities for children and adults to enjoy reading stories together in an attractive book area are less well developed.

Snack times are social occasions where children and adults confidently converse

and share stories. Children are gaining a good understanding of keeping healthy and safe. They enjoy making their own sandwiches from a choice of healthy fillings and access drinks independently. They practise good procedures for their own personal hygiene. Children's behaviour is good as staff are good role models and have a consistent, fair and gentle approach to behaviour management. They are polite and use good manners such as 'please' and 'thank you'. Children are kind and considerate and happily share equipment and take turns, such as sharing a dressing up costume. Children's understanding of the wider community and keeping safe is well fostered through a range of specific activities and celebration of festivals. Children particularly enjoy arts and crafts activities and produce colourful paintings and collages which are valued and their efforts praised. Children learn the importance of exercise and enjoy participating in group games using bats and balls and bean bags.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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