

Kids Stop

Inspection report for early years provision

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Inspector

Janet Keeling

Setting address

Blisworth CP School, Courteenhall Road, Blisworth,
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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

Kids Stop registered in 2007. It is a privately owned setting and operates from facilities at Bilsworth County Primary School in the village of Blisworth, Northampton. The setting provides after school care and a holiday club. Children have access to the school playground and playing fields for outdoor play. The setting serves children and families from the local and surrounding areas.

A maximum of 16 children from three years to under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 12 years. There are currently 42 children on roll, and of these, four children are within the early years age group. Children attend for a variety of sessions. The after school club opens Monday to Friday from 3.30pm to 6pm during school term time. The holiday club opens Monday to Friday from 8am to 6pm during school holidays.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, four hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are exceptionally well met at this welcoming and homely out of school setting. Staff work cohesively as a team and offer a fully inclusive service where the uniqueness of every child is recognised and celebrated. Children engage in an extensive range of enjoyable and challenging activities which fully support their interests and learning needs. Highly successful partnerships with parents and the host school have been firmly established ensuring children's welfare and development are fully supported. The group is led and managed by an enthusiastic and highly motivated manager, who has developed rigorous and extensive monitoring systems which drive and secure the sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing opportunities for new staff and children to engage in emergency

evacuation drills.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding children. The named person for safeguarding has an outstanding understanding of child protection procedures and current legislation. They have successfully completed their safeguarding children training. All staff are fully aware of the procedures to follow should they be concerned about a child in their care. Staff are caring, enthusiastic and demonstrate an excellent understanding of their roles and responsibilities. There are highly robust recruitment and vetting procedures in place and valuable appraisal systems which encourage the continued professional development of all staff. The manager maintains comprehensive policies, procedures and records to support the safe and effective management of the setting. All staff and children are fully aware of the fire evacuation procedures, which are clearly displayed in the base room. However, new staff and children who recently joined the group have not yet had the opportunity to engage in a fire evacuation drill. Risk assessments are very thorough and cover all aspects of the environment and outings. Daily safety checks are also completed, which ensure that all potential hazards to children are fully minimised.

The environment is exceptionally well organised, bright and very welcoming. Resources and equipment are made easily accessible. As a result, there are excellent opportunities for children to make choices and to take responsibility for their own play and enjoyment. The excellent deployment of staff ensures that children are supervised safely at all times. The manager has a very clear vision for the setting and demonstrates an inspiring commitment to enhancing the quality and outcomes for all children further. Through the rigorous use of their self-evaluation system and the regular use of parent and child questionnaires, staff skilfully identify the setting's strengths and areas for development. Regular team meetings provide valuable opportunities for staff to reflect on their practice, discuss feedback from training and to share their views and ideas. The setting promotes equality and diversity extremely well and because of this the children have an excellent appreciation of the society in which they live. All children are unquestionably included and integrated. Excellent links have been established with the host school, ensuring continuity of care and support for all children.

Partnerships with parents are outstanding. Parents receive a parent information pack before their child starts at the group, which contains information for the parent and the child. They are also invited to attend the setting prior to their child's commencement date and have access to all policies and procedures. Parents are very well informed regarding their children's care and are aware that they can speak to the manager or a member of staff at anytime. The relaxed and friendly way that daily information is shared ensures that children's changing needs are fully met. Parents access a wealth of information regarding the running of the setting. This is achieved through the use of a parents' notice board, newsletters and a wonderful array of information and children's work which is displayed around the room. Parents expressed excellent views during the

inspection. Comments included, 'children receive excellent care' and 'staff are flexible, approachable and provide a stimulating range of activities'. One parent said, 'this is a brilliant setting'.

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

The environment is bright, welcoming and exceptionally well resourced. Children are happy, confident and have excellent opportunities to take responsibility for their own play and learning. They work independently and in groups and share their ideas with staff and their peers. Staff are positive role models and their interaction with the children is commendable. They spend quality time interacting and supporting children as they play and are genuinely interested in what they say. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. On admission to the setting all the required documentation is completed which records children's individual needs, interests and any special requirements. Consequently, children are cared for according to their individual needs and parents' wishes. Staff have an exceptional knowledge of each child's individual needs. They observe and assess children as they play and can say how their individual needs and interests will be met. Children who are within the Early Years Foundation Stage have detailed learning journey folders which record children's achievements. These folders are completed by the child's key person and are available for parents to see at any time.

On arrival at the group children receive a very warm welcome from staff who are interested in their day at school. Children are familiar with the daily routine, and they put away their coats and bags and chat eagerly to their friends. Once children have had their snack they are invited to choose their own activities and follow their own interests. For example, there is great excitement and laughter as one group of children play magnetic darts, while others play a competitive game at the play station. Another group chose to play at the craft table, where they carefully design beautiful patterns on hessian bags. They cooperate well as they share ideas and equipment. Children are encouraged to use their imagination during play as they access a vast range of dressing up clothes and enjoy putting on shows. They explore musical instruments, use construction toys to design and build and snuggle down on large bean bags where they enjoy looking at books with their friends. They relish cooking activities, such as creating their own healthy pizzas for high tea. The children relish being in the fresh air and they thoroughly enjoy outdoor play opportunities. They eagerly engage in team games, confidently ride on scooters, use roller boots and skilfully negotiate the fixed play equipment. Children attending the holiday club participate in an excellent range of exciting activities. For example, jewellery making, junk modelling, drama and dance, pottery making and South African drumming sessions. Children have developed meaningful friendships with their peers, play in harmony and are extremely supportive of each other.

Children's contributions and achievements are fully recognised and celebrated. This

is successfully achieved through the monthly 'Kids Stop Super Star Award' and the daily star chart awards. Children understand their own needs and are able to express their feelings. They behave extremely well and are very sociable. Excellent manners are evident as children say 'please' and 'thank you' without prompt. Once a year children are involved in reviewing and updating the setting's rules. This ensures that they have a full understanding of the boundaries and that they are aware of the staff's expectations. Children have excellent opportunities to learn how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, they are aware that they must wear helmets when using roller boots, and are fully aware of the risks involved while climbing trees and while using the rope swing. Their knowledge and understanding of the world is enhanced as they access resources and equipment which are representative of diversity and as they celebrate a wide range of festivals throughout the year. Excellent hygiene procedures and practises ensure that children are kept free from infection. Healthy eating is promoted exceptionally well. Children access an excellent range of freshly prepared, healthy foods at snack time and during high tea. Fresh fruit and drinking water is always available throughout the session.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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