

Bowerham Kids Club

Inspection report for early years provision

Unique reference number	EY420604
Inspection date	06/10/2011
Inspector	Sandra Williams

Setting address	Bowerham School, Bowerham Road, LANCASTER, LA1 4BS
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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

Bowerham Kids Club has been registered since 2003 and it was re-registered in January 2011 by a private provider. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated within Bowerham School in Lancaster. It operates from five rooms, an outdoor play area and associated facilities. It is open from Mondays to Fridays, from 7.45am until 9am, and 3.15pm until 6pm during term time only.

A maximum of 40 children under eight years may attend the facility at any one time, of whom, no more than 40 may be in the early years age group. There are currently 75 children on roll, of whom 15 are in the early years age group. The club offers support to children with special educational needs and/or disabilities and children who speak English as an additional language. There are five members of staff who work with the children, including the manager who has attained the Early Years Professional Status. All of the staff hold appropriate qualifications to a minimum of National Vocational Qualification Level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff know the children well, respect their uniqueness and encourage their individuality and interests. The staff are developing the activity planning to enable children make good progress in their learning and development. Strong partnerships with parents and others contribute to ensuring that the needs of all children are well met. Children are safeguarded as most of the safety procedures are in place. The thorough self-evaluation and monitoring systems ensure continuous improvement in the practice, and the manager has a clear understanding of the setting's strengths and areas for development.

What steps need to be taken to improve provision further?

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

- review the procedure for checking that the contents of the first aid boxes are replenished as necessary
- develop the systems for planning activities to meet children's individual needs and interests and also enhance the reading area to make it more comfortable and inviting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the staff have undertaken safeguarding training and have a good understanding of their responsibilities for keeping children safe. Robust procedures are in place to ensure any concerns about the children are dealt

with effectively. The clear recruitment procedures ensure that the staff are suitable and safe to work with children. Children are kept safe due to the vigilance of the staff and the good levels of supervision provided. Risk assessments are thorough and minimise risks to children whilst in the setting. All staff are appropriately trained to deal with accidents that may require first aid treatment. However, the procedures for replenishing the contents of the first aid boxes are not robust as some of the contents are out of date.

The leadership and management of the setting are strong. The staff receive clear direction and guidance and are encouraged to undertake training courses in order to enhance their professional development. The self-evaluation systems clearly demonstrate how the manager and staff strive to maintain continuous improvements. There are very clear written policies and procedures in place, which effectively promote children's health, safety and well-being. The staff promote equality and diversity very well as they follow their equal opportunities policy. The setting is an inclusive and welcoming environment where all children are welcome. Children who speak English as an additional language are very well supported. Some parents provide the staff with key words in their first language to aid communication with the children. The effective deployment of resources ensures that children are able to make independent choices and move easily from one activity to another.

Partnerships between parents and staff are strong. Regular two-way communication takes place to ensure that the children's needs are well met. Good systems exist to keep parents well informed, such as newsletters, open days, information on noticeboards and the website. Parents enjoy relaxed and friendly relationships with the staff and many positive comments are written in the comments book. The parents spoken to all express their satisfaction with the service. They comment that their children enjoy attending the club and are happy and safe in the care of the staff who provide a good, flexible service. Good liaison also exists with other professionals and staff at the school, which also has a very beneficial impact on the children's overall welfare.

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

Children are happy and settled at this out of school club. They have good opportunities to adopt healthy lifestyles. Outdoor play in the fresh air fully promotes the children's health and well-being. The children develop many physical skills as they play ball games, play with skipping ropes and hula hoops. They also develop hand/eye coordination as they challenge each other to games of table football. They also enjoy developing their coordination as they take part in dance sessions using an interactive game. The children learn about healthy eating as they help to prepare snacks which consist of fresh fruits, tomatoes and other healthy ingredients for making their own sandwiches. The children also help to wash up their plates and tidy up after their meals. The children follow good hygiene practices as they wash their hands before eating and they know that this is necessary to get rid of germs. Children feel safe in the care of the staff, with whom they have developed close and trusting relationships. They keep themselves

and others safe as they learn to use scissors safely and not run inside. The children are well behaved and cooperative. They respect the club rules which encourage them to be kind and polite to each other and not exclude others. When children have shown kindness or have achieved something special, their names are placed in the 'Happy Box' and they are rewarded with a prize. This is an effective way of valuing and reinforcing their positive behaviour.

The children are involved in choosing the activities they would like to undertake and the staff, through the key worker system, know the children well. Planning for activities is clearly based on children's individual needs and interests. Staff are beginning to use this information to inform future plans for each individual child's next steps in their development, but this is currently in its early stages. The children develop skills for the future in many ways. Their growing awareness of numbers and problem-solving is encouraged as they count, for example, when playing games and puzzles. The children have many opportunities to make marks, for example, with pens, crayons and paints. Their creativity and imaginations are encouraged as they take part in craft activities, such as making cards for their parents and using recycled items to make models. They also enjoy baking and making dens and dressing up. The children have access to a good range of books, however, the quiet area is not yet organised in a way that is inviting or comfortable for the children to sit and relax in. Children's opportunities to learn how to use everyday technology are good as they have access to computers and other programmable toys. Children learn about the wider world through various themed activities throughout the year. They are currently learning about Sri Lanka by taking part in an international scheme which enables schools to link up and encourage the children to learn about each other's countries and cultures.

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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