

Kingfisher Kids Out Of School Club

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

The Kingfisher Kids Out of School Club opened in January 2008 and is committee run. It operates from the community room within the Nene Valley Primary School in Peterborough, Cambridgeshire. All children have access to a secure, enclosed, outdoor play area within the school grounds.

The setting is open Monday to Friday during the school term. Sessions are from 3.30pm until 5.45pm. Children attend for a variety of sessions. A maximum of 24 children aged between four and eight years may attend at any one time. The children who attend also attend the host school. There are currently 35 children on roll aged from four to 11 years, and of these 10 children are in the early years age range and 16 children are aged under eight years. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3 and one is unqualified. 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 thoroughly enjoy their activities at this warm and welcoming setting. They make good progress as they are supported by caring and knowledgeable staff. Good partnerships with parents and additional agencies ensure children receive care that is well informed and meets their individual needs. Policies and procedures are well-presented and effective in meeting children's needs. The system that measures the effectiveness of the setting is developing and demonstrates that the setting has a good capacity to continuously improve.

What steps need to be taken to improve provision further?

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

- further support the development of children's independence skills by providing more opportunities for children to serve their own food
- develop further the system for self-evaluation and continuous quality improvement.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as all staff are knowledgeable and know what would concern them regarding a child's care. All staff have attended child protection training and keep parents updated regarding their legal responsibilities through the comprehensive policy. The risk assessments are updated regularly and enable staff to minimise risks and maintain children's safety. Effective organisation is in place, ensuring that children are safe as they are collected from their classrooms at the end of the day. Staff carefully supervise children's activities as they play indoors and outdoors. Staff delegation is effective and widens children's choice of activities as they support children if they choose to play indoors or outdoors. They maintain children's safety by ensuring they are aware of their whereabouts and are always on hand to advise them about how to play safely. The premises and resources provide stimulating and varied play opportunities for all of the children that attend. Vetting procedures for all staff are prompt and efficient, ensuring they are suitable for their role. A good range of toys and activities promotes children's awareness of diversity and the wider community.

Staff training opportunities are monitored and they are encouraged to develop their professional qualifications to ensure their continuing suitability and expertise. The system that measures the effectiveness of the setting is developing and although it is not as rigorous as it could be, it currently incorporates verbal consultations with children, their parents, staff and other stakeholders. The key worker system works well as there are effective systems in place to support children's individual needs. The experienced and conscientious staff group work very well as a team and consistently support and demonstrate sensitivity towards all children.

Staff support parents well, ensuring there are effective levels of communication. Parents are warmly welcomed into the setting and able to spend time with their child, sharing and observing their activities. Parents are further informed of the activities as the children proudly take their art work and cooking work home with them. Staff are experienced and know where to access support from additional agencies, ensuring children's individual needs are met. An effective partnership has been established between the school and the setting, promoting good continuity of care.

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

Children make good progress as they are well-supported by caring and knowledgeable staff. They form strong friendships with other children and genuinely enjoy each others' company. Older children support younger children very well throughout the session. They appreciate that they have different play needs which contributes well towards their skills for the future. They recognise their play experiences are much enhanced when they include others. Children find

the outdoor play activities very rewarding as they play team games and enjoy the support other children provide. They behave well and recognise that collaboration with others adds further depth to their play. During the inspection a group of children enjoyed a game of football, which extended and demonstrated their team working skills very well. Trusting relationships are in place between staff and children. Staff readily include themselves in children's play, ensuring there is a good balance of child-led and adult-led activities.

Planning of activities is well considered and is informed by assessments and discussions with children about their preferences. Children's progress is documented through photographs and evaluations of their activities, which are then shared with their parents. Children's individual needs are considered through the effective continuity of care. Some staff also work in school and can share details of individual children's progress with teaching staff, ensuring their needs are well met. They learn about the wider community and different cultures through activities and a range of resources that give positive representations of different lifestyles, cultures, customs and faiths.

Children communicate very well with each other as a result of the warm and friendly environment. They feel safe and comfortable as staff reassure them and ensure activities are stimulating and interesting. They learn about the world around them as they explore the outdoor play area and learn how to operate wheeled toys and equipment. Children chat to each other as they develop their imagined ideas. They play with small world figures, developing a story and explaining their ideas to each other. Activities that support their literacy skills are well considered as children decide to make their own books with paper and sticky tape and then illustrate their front covers using their creative skills. Cooking activities prove to be very popular as children ice and decorate biscuits. Children's problem solving skills are well promoted as they cut dough into pieces and count how many legs they need to make a spider. Their physical skills are promoted as they use rollers and plastic knives to cut, mark and shape dough.

Children have a good understanding of keeping themselves fit, healthy and safe. They learn about healthy eating as they enjoy a cooked, nutritious meal during the session. Unfortunately, these opportunities do not fully promote children's independence as staff serve children their food and drinks for them. Children have free access to drinks while they play indoors and outdoors, ensuring they remain hydrated. They learn about the importance of exercise as they use the school's trim trail equipment. They balance on wood and tyres while taking care to do so safely, and also enjoy a range of team games outdoors. Children understand how to keep themselves fit and safe, as they ensure to wash their hands regularly and understand how to behave and move about sensibly.

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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