

Little Treasures Kids Club

Inspection report for early years provision

Unique reference number

EY418453

Inspection date

12/10/2011

Inspector

Sarah Rhodes

Setting address

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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

Little Treasures Kids Club opened in 2011. The setting is managed and owned by an individual. It operates from the old canteen in the grounds of Vernon Primary School in the Poynton area of Cheshire. The group serves the local community and has strong links with the school. There are secure areas in the school grounds for outdoor play. The group opens five days a week during school term times. Sessions are from 3pm until 6pm. Children are able to attend for a variety of sessions.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time, 12 of whom can be in the early years age range. There are currently four children attending who are in the early years age group. The setting also offers care to children aged over five years. The group supports children with special educational needs and/or disabilities.

There are three members of staff including the manager. Of these, two hold appropriate early years qualifications to National Vocational Qualification Level 2 and 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a warm and relaxed environment that provides a pleasant end to a busy school day. They are becoming confident communicators who are able to build caring relationships with other older children and adults. Staff have a good understanding of child protection procedures and a range of checks are undertaken before staff work with children, however, Criminal Record Bureau checks are not up-to-date. Self-evaluation is being developed to drive further improvements in the service provided. Staff have systems to record children's Learning Journeys but do not always capture insights into children's development from the children's main Early Years Foundation Stage providers.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain enhanced Criminal Record Bureau disclosures in respect of every person aged 16 or over. Keep a record of the unique reference number and the date on which they were obtained (Suitability of adults)(also applies to both parts of the Childcare Register).

30/11/2011

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

- liaise with the children's main Early Years Foundation Stage provider to plan next steps in children's learning and develop observation and assessment systems to support this work
- develop the use of self-evaluation as part of an internal review to inform planning of future improvements.

The effectiveness of leadership and management of the early years provision

The staff have a satisfactory knowledge of child protection procedures, what would concern them and what records need to be kept. They are aware of their individual responsibility to act if they are concerned about a child's welfare. Generally acceptable staff recruitment procedures are in place and annual appraisals help to plan staff's training and development. However, the owner has relied on the schools Criminal Records Bureau clearance for a new staff member rather than obtaining her own, which means she has not taken all available steps to ascertain staff suitability. Risk assessments for the premises are undertaken each month. The building is safe and fully secure when the children are all inside with staff managing the entrance. They are aware of the need for added supervision when children are playing in the grounds and the door is open to provide free-flow access.

Records, policies and procedures which promote positive outcomes are generally in place. The club has a satisfactory capacity to maintain continuous improvement as the manager has a clear vision for short and medium term improvements which are regularly discussed with staff. Parents, children and school governors complete questionnaires to comment on the provision and help plan improvements. However, currently all these strands are not drawn together to provide a system to drive and monitor improvements.

Staff take time to exchange information with parents verbally at the end of sessions and this helps them build a picture of the children's lives outside of the club which informs activities and conversations the next day. Parents are further informed about events at the club through the notice board. Partnerships in the wider context are used to develop the quality of education and care, for example, they access training and advice from the local authority workers and link with the Police service for training on safety issues. The club has good working relationships with the school and can discuss any concerns with teaching staff. The staff understand the needs of the individual children they care for and have organised the play space to allow children to access a range of appropriate equipment, regardless of, for example, ability or gender. This ensures that no child is disadvantaged and all children have their needs met appropriately.

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

The club provides a range of activities to allow children to have a relaxed leisure time after school and children enjoy their time at the club. They have a wide range of activities that cover the six areas of learning in a satisfactory way as part of an out of school provision. They are encouraged to be independent and choose activities that they would enjoy doing. They are confident to ask staff for games and activities in addition to those that have been set out. Their communication and social skills are encouraged by staff who discuss their day at school with them and help them negotiate with their play mates. Children have access to books and writing equipment and enjoy craft activities. Children use their knowledge of number and problem solving when playing board games. The club has the philosophy that children should be well supervised but also given the freedom to develop their own games. On the day of inspection a number of children set up a domino tumble game with video tape boxes which concluded in the dramatic domino fall of over 100 boxes stacked around the room. This was an exciting child initiated activity which required some problem solving skills. The children are able to benefit from easy access to the outdoor space which they use for part of most sessions. This allows children to enjoy large physical games. Inside their imagination is stimulated through craft activities and role play equipment.

The staff recognise the need to provide activities that are of interest to individual children. They make observations of the children and collect examples of the activities they have taken part in. These observations are used to evaluate children's progress in a broad way. The club has some links with the children's main Early Years Foundation Stage providers at the school and nursery. However, links have not been fully developed to jointly identify next steps in children's learning that the club can usefully support.

Children behave well they cooperate and respect one another. Staff manage the children's behaviour in a clear and positive way they help children work together and keep them well occupied. Staff have the facilities to provide a range of light snacks and drinks such as wraps and sandwiches and fresh fruit. Children have access to water or juice and fruit throughout the session. They are reminded to undertake appropriate hygiene practices such as washing their hands before snack time. They are shown how to keep themselves safe through clear rules when playing and sessions with the local Police service to discuss and role play general safety issues.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children). 30/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children). 30/11/2011