

# 'Premier Kidz Club' at St Andrews school

Inspection report for early years provision

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<b>Unique reference number</b>	EY362721
<b>Inspection date</b>	27/03/2009
<b>Inspector</b>	Hayley Lapworth
<b>Setting address</b>	St. Andrews C of E Infant School, Church Lane, Eastern Green, COVENTRY, CV5 7BX
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<b>Type of setting</b>	Childcare - Non-Domestic

## 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.

## Description of the setting

Premier Kidz Club registered in 2008. It operates from St Andrews School in the Eastern Green area of Coventry. A maximum of 48 children may attend the setting at any one time. There are currently 45 children on roll, seven of whom are within the Early Years Foundation Stage (EYFS). The club is open from 07.30 until 8.45 and 15.00 until 18.00 every weekday during school term times, and from 08.30 until 17.30 during school holidays. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers.

All children share access to a secure enclosed outdoor play area and use the adjacent playing fields. During term time children are collected from two local primary schools. The club has procedures to support children with learning difficulties and/or disabilities and also has strategies to support children who speak English as an additional language. There is level access to the premises and toilet facilities for the disabled.

The provider and four members of staff work at the setting. Of these, three members of staff including the manager have an early years qualification, and one other member of staff is working towards a National Vocational Qualification Level 3 award.

## Overall effectiveness of the early years provision

Overall the provision is good. Children thoroughly enjoy themselves at this setting. They are confident and share good relationships with the staff and their peers. Inclusion is effectively promoted as each child is fully included in the life of the club. Staff know children well and ensure they have opportunities to take part in fun activities of their own choice. Children's safety is well met most of the time, although there are slight omissions in risk assessments and the evacuation procedure is not always prominently displayed. The setting demonstrates a commitment to improvement, consulting with children, parents and staff, and building links with other providers. They are presently developing their systems of planning observations and assessments in order to ensure children within the Early Years Foundation Stage receive rewarding, good quality out of school provision.

## What steps need to be taken to improve provision further?

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

- improve links with other providers delivering the EYFS, further develop assessment and evaluation procedures to ensure these are an integral part of planning for the next steps in children's learning and development.

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

- make sure that all areas the children come into contact with are included in the risk assessment and that the emergency evacuation procedure is prominently displayed at all times. (Suitable premises and equipment)

10/04/2009

## **The leadership and management of the early years provision**

Children and their parents especially appreciate the variety of experiences on offer. Children describe the holiday club as an 'exciting place to be'. Many worthwhile outings offer children different experiences and challenges. During the school holidays they participate in numerous cooking activities and travel to theme parks and zoo's, they also access equipment like bouncy castles over a number of days in the summer. All of the resources, toys and games are of good quality and they stimulate the children's interests. For example, the large dolls house, the computer and game console and the making of pom-poms for a charity event.

Children are effectively safeguarded. Robust recruitment, induction, vetting and ongoing professional development of staff ensure adults working with the children are happy, confident and capable. They work especially well as a team and individually understand their roles and responsibilities.

Children are confident, knowledgeable and skilful. For instance, they act sensibly and safely, taking responsibility for their own safety and that of others. They know many of the groups rules and generally respond positively towards direction from staff. For example, when playing in the woodlands there are asked not to damage the trees and look after the environment.

Parents hold this setting in very high regard, this is evidenced by their positive detailed comments in the parent and child questionnaires and through discussion with the inspector. A secure partnership is being developed with parents and other providers to ensure everyone works together to promote children's welfare and their learning and development. Parents understand how the setting is managed and organised as they receive good quality information such as a detailed prospectus, regular news and have access to policies. Parents and carers are warmly welcomed into the setting and staff find time to chat with their parents making them aware of the their children's general well-being.

Children's welfare, learning and development benefits from the setting's strong commitment to ensuring a good quality provision. The provider who is also the manager and staff meet regularly to evaluate aspects of the club. They also work in partnership and actively act upon advice from their Local Authority.

## **The quality and standards of the early years provision**

Children's learning and development are successfully promoted by the club. They value the relaxed friendly atmosphere of the club where staff clearly promote a

homely feeling. Staff successfully create an environment where children have lots of choices, they self-select and lead their own play and have access to stimulating adult lead activities. This is best demonstrated by a group of children in the home area, who created their own role play scenario whereby they packed their cases and travelled off on holiday by aeroplane to reach their caravan in France.

Children benefit from the adults' calm involvement and understanding of how young children learn. They are presented with many fun worthwhile activities which allow the children to be as involved as they choose. Some children are very active and want to run and play football outdoors, whilst others like to do more calm activities such as create designs and displays for forthcoming festivals and celebrations.

Children are beginning to achieve as much as they can as staff know them well. From their interactions with children, informal observations and brief evaluations of focus activities, adults understand children's interests and characteristics. However, links with other providers and assessment of children's abilities in relation to the areas of learning is in the early stages. The outcomes of staff's observations and evaluations are not yet fully utilised to help adults to identify and plan for the next steps in each child's learning.

Children's personal and social development is heavily featured throughout this provision. This is because they are valued by the staff who work with them. For example, when leaving an activity where they have been creating designs to go on display, they are thanked for their contribution and efforts regardless of the length of time they have spent. Also on arrival to the setting many are greeted individually and asked about their day. They are given responsibilities within the group that make them feel 'grown up', for example, acting as a mentor when new children attend.

Effective steps are taken to promote children's good health and well-being, including minimising the risks of cross infection and ensuring prompt appropriate treatment if they are unwell or have an accident. They are generally kept safe as a number of measures are in place to enhance their safety. However, risk assessments do not fully consider all areas children come into contact with or is the evacuation procedure always prominently displayed. Therefore, this may potentially impact upon the safety of children, staff or visitors to the setting.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

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 and safety of premises and equipment). 10/04/2009

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:

- make sure that all areas the children come into contact with are included in the risk assessment and that the emergency evacuation procedure is prominently displayed at all times. (Suitable premises and equipment) 10/04/2009