

The Oakey Cokey Kidz 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

Oakey Cokey Club first opened in 2005 and was re-registered in 2011. The club operates from a hall and a classroom in Manor Oak Primary School, Orpington, Kent.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is accessible for the disabled and all children share access to the school's outdoor play area.

The club is open each weekday from 8.00am to 8.50am and from 3.05pm to 6.00pm during school term times and from 8.00am to 6.00pm during school holidays. A maximum of 24 children between the ages of four and eight may attend the club at any one time. There are currently 10 children attending in the early years age range at different times throughout the week and 45 children on roll all together.

The group supports children with special educational needs and/or disabilities and also a number of children who speak English as an additional language. Children come from the local and wider community.

The club employs five staff, with the majority holding appropriate early years qualifications. There is currently one member of staff working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skills help to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Policies and procedures are well written; staff have a good knowledge of them. Records are generally well maintained and help to aid monitoring the effectiveness of the provision. The manager understands the importance of evaluating the provision to improve the services it provides to the children and to the parents.

What steps need to be taken to improve provision further?

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

- develop systems to ensure all accident records are signed by the parents.

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of child protection and how to safeguard the children in their care. Regular fire drills, which are evaluated, ensure the children are fully aware of what to do in an emergency. Risk assessments and daily safety checks ensures all areas of the school being used are safe for the children to use. The registered person has implemented clear procedures for recruiting and managing the continuing suitability of staff. Regular appraisals, training and strong vetting procedures help to develop the motivated and secure workforce and promote the safety of all children in the setting. All of these procedures enhances the safety and welfare of the children in the setting.

Resources are well deployed and used to enhance the children's learning and development. Resources are well laid out to allow the children to enhance their independence skills through self selection. Equality and diversity is taught well to all ages of the children. Staff take into account the children's own backgrounds and use these to plan meaningful activities to teach them. Staff work very closely with the teachers in the school and they plan activities around what the children are learning during the school day. This ensures there is excellent continuity of care.

Staff attend regular training sessions which enables them to stay up-to-date with any changes to legislation and keep up-to-date with how to plan and observe the children. Staff have also recently completed sign language and deaf awareness courses. Staff work well with the parents in the setting and give them feedback on what their children have been doing and pass on any messages from the school. Excellent partnerships are in place with the teachers of the school. The staff are highly committed in working with the teachers and they have established a close working relationship where communication is a key aspect. The excellent communications between the staff and the teachers successfully promotes the children's learning and development.

Systems to ensure parents sign accident records are not fully effective as some children forms are not currently signed. The staff work with the children and the parents to evaluate the setting. Children are regularly asked their views and the staff work with these to enhance the activities and the services they provide. The staff are fully aware of what areas they are working on and what areas are their key strengths. The setting has a good capacity to maintain continuous improvement.

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

Children are happy and settled and work really well with each other. Older children work well with the younger children helping them with their games and reading. All staff are consistent in their approach to behaviour management. Given the children's ages and stages of development they are well behaved. Children's

individual needs are being met through the good support from the staff. Staff are skilled in using opening ended questions to get them to think about what they are doing.

Children are supported by a well informed staff team who have a secure understanding of how children in the early years age group develop and learn. Staff plan activities that cover all of the six areas of learning and comprehensively support children's understanding of a range of challenging ideas. Planning for the children is a good mix of focus activities and resources laid out for the children to explore. The staff complete detailed observations, which are used to monitor children's progress. These observations are then passed onto the teachers to use to provide excellent continuity of care for the children.

Children are fully aware of routines. Good hygiene procedures are in place protecting the children from cross infection and contamination. At tea times children are given the choice of what they would like to have. At the time of the inspection children were making their own wraps with fresh salad. Children ask questions about where cucumbers come from and staff are able to explain to the process of how they grow. Questions which the staff are not able to answer they say to the children they can resources the following day. This aids the children's learning and understanding of where food comes from. It also helps their skills for the future as they are able to resources topics to aid their learning.

Children have good opportunities to enhance their physical development and well-being through well thought out resources such as badminton and hula hoops. During the winter months staff organise the inside hall well to allow the children to still access physical activities. Children enjoy playing badminton and staff take time to explain to the youngest children how to hold the shuttlecock and the racquet in order to play the game. Staff are skilled in aiding the children with the skills that are needed to play, and praise them for what they are doing.

The children risk assess their own play and move around the setting safely. Children are sensible when they move between rooms and the older children help the younger ones carrying boxes of resources. Children tidy away all of the resources when they change rooms and all work together to ensure the classrooms are left tidy.

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	1
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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