

Coalbrookdale Kids Club

Inspection report for early years provision

Unique reference number 208187
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Inspector Susan Rogers

Setting address Coalbrookdale & Ironbridge C of E School, Dale End,
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Telephone number 01952 432090
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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

Coalbrookdale Kids Club registered in 1998. It is committee run and operates from two designated rooms on the first floor within Coalbrookdale and Ironbridge C of E school in Coalbrookdale, Telford, Shropshire. The setting serves children who attend the host school. There is access to an outdoor play area and two flights of stairs are used to access the setting.

The setting is open Monday to Friday during the school term. Sessions are from 7.50am until 8.50am and from 3.20pm until 6pm. Children attend for a variety of sessions. A maximum of 40 children between the ages of four and 11 years may attend at any one time. Currently there are 74 children on roll, four of whom are in the early years age group. 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, one holds a National Vocational Qualification (NVQ) at level 3, one holds a NVQ at level 2 and is working towards NVQ at level 3 and the other member of staff 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 make good progress as they are supported by knowledgeable and caring staff. Parents are well-informed of their child's progress forging positive relationships between the setting and parents. There is an effective system in place to work with outside agencies to support children's individual needs but currently there is limited exchange of information as children are collected from the host school. The measurement of the setting's effectiveness is progressing well and is being documented. Most of the documentation is effective in protecting children's welfare and safety. The setting has a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment). 04/12/2011

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

- develop further the two-way flow of information with parents between school and the setting.

The effectiveness of leadership and management of the early years provision

There are effective safeguarding arrangements in place as all staff have attended child protection training and know what would concern them regarding a child's care. Parents are advised of the setting's responsibilities when their child commences attending and there is a largely comprehensive safeguarding policy. Staff recruitment and vetting procedures are robust, ensuring their suitability. Staff develop further skills and professional qualifications through being supported by the strong management team and committee. Regular appraisals ensure that staff keep up-to-date and develop their existing knowledge. The premises are secure throughout the session and children are only released to known adults and their parents. Staff support and monitor children's activities, promoting their feelings of safety. Although staff check equipment regularly to ensure their suitability, the documented risk assessments are minimal and have not been regularly updated, which is a breach of requirements.

The system that measures the effectiveness of the setting is developing well and documents the progress the setting has made. The opinions of parents, children and staff are sought as part of this process and this drives forward improvements and further developments. The partnership with parents is effective as they spend time in the setting as they collect their child. They discuss their child's progress with staff and have confidence in the care their child is receiving. Partnerships with outside agencies are progressing well as staff engage with local authority support staff who help to drive forward improvements through a quality assurance scheme. The setting has effective strategies in place which enable them to offer individualised care to all children. The school collection service is well organised, with younger children being collected from their classrooms and older children independently walking through the school to reach the setting. There are, however, limited exchanges of information regarding children's progress as they are collected from the host school. The premises and resources are well-organised, enabling children of all ages to engage in activities that interest them. Good space allocation is provided through the two rooms that are available, providing a wide range of craft activities and imaginary play opportunities.

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

Children are well-supported by committed and sensitive staff. They make good progress in their development as they settle well and are clearly at ease in the homely setting. The premises are carefully arranged to enable children to enjoy wide ranging activities that ensure all children's needs are accommodated. They develop a sense of responsibility as they consider the needs of others that attend the setting and as they behave well and with concern. They treat the equipment

and resources with respect by tidying away equipment at the end of the session. They have formed friendships, which results in positive play experiences as they include each other. Younger children develop their creative ideas as they use the home corner and enjoy imaginary play. They feel safe as they know staff are there to support their play and reassure them, and because they learn about staying safe and healthy through topic work. Children who have recently started attending are reassured as staff discuss their individual needs with their parents, ensuring that they have detailed knowledge of their care needs.

Craft and creative activities are available for all children. A designated area is made available for children to create three dimensional models that reflect current cultural celebrations. Children made images of fireworks using vividly coloured tissue paper. They develop their ideas further by deciding to make binoculars and devising a way to attach string to make a handle. Older children enjoy competitive games as they use the snooker table and table football. They become skilled at using technology as they use one of the several computers.

There is a ready supply of drinks, which children access whenever they wish. Snacks of yoghurt and fruit are readily available at tea time should children feel hungry, which enable children to learn about healthy eating. Children access all areas of the premises freely, promoting their independence and sense of responsibility. Documented records of children's progress are used to plan activities that meet their individual needs. The effective key worker system is used to ensure that staff have detailed knowledge of each child's progress and their needs. Children's physical skills are extended as they use the outdoor play areas and a range of tools and equipment and as they use the craft and drawing materials. Children have formed effective relationships with staff as they approach them for support and are happy, relaxed and at ease in their company.

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

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