

St Augustine's Kids 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

St Augustine's Kids Club opened in 1997 and re-opened in 2011. It operates from a portacabin within the grounds of St Augustine's Roman Catholic Church in Kenilworth, Warwickshire. There is a fully enclosed outdoor play area and the setting has the use of the school playground. There is a ramp at the entrance. Operational hours are Monday to Friday from 8am to 8.45am and from 3.30pm until 6pm during term-time, and from 8am to 6pm during school holidays.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of 48 children under eight years at any one time and all may be in the early years age group. There are currently 107 children aged from four to 11 years on roll. Of these, 62 are under eight years and 16 are in the early years age group. All children on roll are pupils of St Augustine's Roman Catholic School which is adjacent to the grounds of the church. The club supports children with special educational needs and/or disabilities and also those who speak English as an additional language.

A team of eight staff care for the children and of these, five hold qualifications in early years or playwork, four of them to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team create a stimulating, vibrant and welcoming environment where children's interest and natural curiosity to learn is consistently encouraged. Excellent systems ensure that the provision complements the care and learning that early years children benefit from in school. Staff promote children's welfare comprehensively. The individual needs of each child are continually met and excellent relationships have been formed between children, staff and parents. Staff ensure that all children are valued and included and information obtained from parents helps them to identify and address children's differences. Planning for improvement, including the process of self-evaluation, is fully effective.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending evidence used to make decisions of suitability, for example, medical suitability checks.

The effectiveness of leadership and management of the early years provision

Superior systems are in place to ensure that children's welfare is comprehensively protected. They are cared for in a safe and welcoming environment. Staff are pro-active in protecting children's welfare as they are fully aware of their role with regard to safeguarding children. The written safeguarding policy is thorough and systems ensure that it is known by staff and parents. Risk assessments are comprehensive and are continually reviewed. Procedures for recruitment, selection, induction and appraisal are robust. The provider makes sure that every staff member's suitability has been checked before they have unsupervised access to children. This includes a Criminal Records Bureau disclosure, identity checks, two references and employment history. However, checks used to make decisions of suitability are not maximised because they do not include a declaration of medical suitability. Children's good health and well-being is promoted extremely well and necessary steps are taken to prevent the spread of infection. Staff are aware of their responsibilities under food hygiene legislation and food hygiene procedures.

Systems for monitoring and self-assessment are excellent. The Ofsted self-evaluation form has been completed thoroughly and clear plans for improvement are identified. Children's learning and welfare is continually reviewed so that excellent standards are maintained. Staff are currently implementing a reviewed system for monitoring children's progress to ensure that they are challenged effectively. They have an excellent understanding of the Early Years Foundation Stage and demonstrate a strong commitment to developing their knowledge and skills through ongoing training. Staff make sure that the excellent variety of resources is used effectively for the benefit of the children. All required records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met are exceptionally well maintained and implemented.

The partnership with parents is outstanding. Valuable information for parents is displayed in the reception area and includes detail on the Early Years Foundation Stage and a folder containing comprehensive policies and procedures which successfully reflect the ethos of the setting. Parents respond very positively to the inspector when asked for views on the service provided. They are encouraged to be involved, for example, they help with fundraising, social events are supported well by parents and they are invited to join the club's voluntary committee. Staff work well with other professionals to ensure that every child gets the support that they need. Coherence of care and learning is maximised as links with the school are excellent. Superior systems are in place to ensure that effective inclusive care is provided for every child. Staff have an excellent knowledge of each child's backgrounds and needs and children are encouraged to recognise their own unique qualities and characteristics they share with others. The setting's policies and procedures are effective and inclusive for those children who attend. Toys and play equipment reflect diversity extremely well and meet the developmental needs of the children who attend with full effect.

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

Children are provided with excellent play opportunities. They are enthusiastic and eager to be involved. Planning is flexible, responding to children's individual interests and needs, and communication with parents and the school is exceptional. Resources are plentiful, safe, clean and encourage children's natural curiosity as learners. Children of all ages play together and support each other. They enjoy activities equally inside and in the outside play area. Relations are outstanding.

Children are confident, active learners and personal, social and emotional development is particularly strong. They are happy and settled and their self-esteem is fostered successfully because staff continually praise achievements and positive behaviour. Children gain a superior awareness of diversity. For example, they play with resources that reflect positive images and they learn about different traditions and beliefs. A role play area is currently an Indian restaurant and children's learning across several of the six areas of learning is being promoted effectively. The area is very well labelled with words and pictures of different foods, a large collage created by the children of people wearing traditional dress is displayed, and the story of the Festival of Lights is displayed. Children explore the texture of samples of material. They practise writing skills as they draw up menus and use pads and pencils to take food orders. Menus are on the table and pads and pencils for children to take food orders. A cash register and money promotes mathematical development effectively.

Staff skilfully promote learning as they support a range of play activities. Children aged four years play magnetic darts. They skilfully throw darts onto a target that shows a score of 10 for the outer circle to 80 for the circle surrounding the 'bulls eye'. A staff member encourages them to identify the circle that their dart has hit, name numbers with or without the zero, and then write the number onto a score sheet. A group of children choose to bake cakes and are supported in following a recipe. They find out how many eggs they need, count the required number and then break them into the mixing bowl. They spoon flour onto the scales and weigh the required amount.

Children can choose to play with programmable resources that include remote control cars, a camera and a play station. A recent addition to the provision is a computer suite with personal computers and a printer. Children enjoy continual access to art and craft materials, model making materials, construction toys and graphics resources. They can choose from a range of boxed games, books and imaginative play resources. They are active and understand the benefits of physical activity. Outdoor activities include cricket, football, a parachute game and skipping. Children of all ages enjoy the skipping game and four-year-old children who are not familiar with the game are encouraged to time their jump and lift both feet off the ground. Children learn how to keep themselves safe, for example, in the playground with regard to where they may play and what large equipment they may use. They learn how to protect their own health. Snacks provided after school are nutritious and personal hygiene practices are good. Several posters are

displayed as reminders, for example, 'catch it, bin it, kill it'.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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