

# Kool Club @ Ane Primary School

Inspection report for early years provision

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**Unique reference number** EY299253  
**Inspection date** 15/11/2011  
**Inspector** Cathryn Parry

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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

Kool Club @ Alne Primary School is run by a committee. It was registered in 2005 and operates from a mobile classroom and the assembly hall within Alne Primary School. The setting is situated in the residential area of Alne on the outskirts of York. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 3.20pm to 6pm during term time and from 8am to 6pm on selected days in the summer holidays.

The setting is registered to care for a maximum of 16 children aged from two years to under eight years at any one time. All of these may be in the early years age group. The setting also offers care to children aged eight years to 13 years. There are currently 53 children on roll, of whom 19 are under eight years. Of these, five 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 four members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years and one holds a qualification at level 2 in playwork. The manager has also recently completed a Foundation Degree in support and learning. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming, caring and safe environment for all children and their families. An effective induction procedure ensures all children are included and individual needs are met well. They make good progress towards the early learning goals through a varied and interesting range of activities. Many areas of learning are well resourced. Self-evaluation procedures are effective and identify areas for improvement and actions taken. The setting demonstrates a good capacity to maintain continuous improvement.

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

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

- develop further resources to nurture children's respect for their own cultures and beliefs and those of other people.

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

Staff demonstrate a good understanding of their role and responsibility concerning safeguarding. As a result children's safety and well-being are ensured. The setting implements robust recruitment and vetting procedures to ensure staff are checked for their suitability in order to protect children. Effective risk assessments and thorough daily checks ensure that the premises, resources and activities are safe for children to access. Staff undertake a range of training to develop their knowledge and enhance the learning and development opportunities they provide. The resources are well-organised, which encourages children's free choice and independence.

Staff demonstrate a positive attitude to promoting equality and diversity throughout the setting. An effective partnership with parents and carers has been developed, with several being actively involved on the committee. All parents and carers are verbally informed about the activities their children engage in. This enables them to continue their children's learning at home through similar activities. Staff are very aware of the importance of linking with other professionals to enable all children to meet their full potential. They have developed good links with practitioners in the school that children attend in the day. This includes having a communication book to share information. Consequently, they are able to effectively complement and extend activities.

The whole staff team is enthusiastic and motivated towards providing good quality care and education for children. They clearly reflect on the learning and development opportunities they provide and welcome feedback from parents, carers and the children. This enables them to adapt their practice to meet the needs of those currently attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on keeping children safe.

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

The staff have a secure understanding of the Early Years Foundation Stage framework and implement it well. Flexible planning takes into account the fact that children have had a very structured day at school. Effective systems for observation and assessment are in place. These identify the next steps in children's learning and show the good progress they are making towards the early learning goals.

Staff extend children's learning and development by being actively involved in their play. Children are developing a good understanding of the wider community through positive discussion around disability and the celebration of different festivals. However, there are few resources to further enhance and nurture children's respect for their own cultures and beliefs and those of other people.

Staff are good role models and have created a caring and considerate ethos within the setting. This includes having a buddy system for children when they first start to attend. As a result, children behave well and demonstrate kindness and concern for one another. They are gaining a good understanding of the natural world, for instance as they 'put the school chickens to bed' at the end of the day. A range of matching, sorting and sequencing activities effectively promote their problem solving and reasoning skills. Children's communication skills are fostered well resulting in good interactions between themselves and the staff.

Children demonstrate a strong sense of belonging. They play and work well alongside their peers, successfully understanding the need to cooperate and resolve situations by themselves. Consequently, they are effectively developing their skills for the future. Children show a good understanding of safety issues. This is further promoted as they discuss the dangers of fireworks and talking to strangers as well as taking part in regular evacuation drills. All children take part in a good range of activities, which support their physical development. Examples of this are where they play a variety of ball games and use climbing and balancing equipment. Children show a good awareness of what constitutes a healthy lifestyle. They are encouraged to enjoy healthy snacks and meals. Including bagels, toast and fruit. Children demonstrate a good understanding of the importance of good personal hygiene and are becoming increasingly independent in their personal care.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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