

Shining Stars Kids Club

Inspection report for early years provision

Unique reference number EY239846
Inspection date 17/11/2011
Inspector Geof Timms

Setting address Mayflower Road, Chafford Hundred, Grays, Essex, RM16
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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

Shining Stars Kids Club was registered in 2002. It is based at the Chafford Hundred Campus, Business and Enterprise College, in Grays, Essex. The group is located temporarily in a classroom with nearby toilet facilities. The group has use of part of the school playground for outside play.

The group serves the local area and provides facilities for children before school, after school and in the holiday periods. Shining Stars Kids Club is registered to care for no more than 65 children from four years to under eight years, at any one time. There are currently ten children from four years to under eight years on roll. The group opens five days a week, during term times, from 7am until 9am and from 3pm until 6.30pm and in holiday times from 7.30am until 7pm. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are three full time members of staff working with the children, all of whom hold appropriate qualifications. One holds a National Vocational Qualification (NVQ) at level 3 and the other two hold NVQs at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This established after school and holiday group provides children with a range of interesting and enjoyable activities so that they make sound progress. Although currently occupying temporary accommodation in a classroom during building work, children are happy, very well-behaved and play well together. However, the recording of risk assessments is unclear and the child protection policy does not contain all required details. However, the club meets the needs of children in the Early Years Foundation Stage satisfactorily. The staff are efficient, keen to do the best for the children and to build on current practice, so that the group is able improve in the future.

What steps need to be taken to improve provision further?

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

- make and maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident 01/01/2012
- ensure the current certificate of registration is displayed and available for parents to see 01/01/2012
- ensure the child protection policy contains procedures to be followed in the event of allegations being made 01/01/2012

against a member of staff.

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

- improve the system for making observations and assessments of what children can do and like by their key workers.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are satisfactory and children are supervised by staff, who have a sound knowledge and understanding of the required policies and procedures. Staff know the children well, who respond positively to their care. All required information is collected from parents and carers, including medical and dietary needs where appropriate. Consent forms for different activities are completed by parents, as appropriate. All staff have attended child protection awareness training and undergo appropriate checks and vetting procedures, and recruitment procedures meet requirements. The recent move to a different setting was followed by new evacuation procedures being introduced to the children and a practice evacuation taking place. A sound range of policies exists and covers most aspects of the provision, however, these do not include the steps to be followed in the event of an allegation being made against a member of staff, which is a requirement. Risk assessments are not recorded in detail or easily available for scrutiny, which is also a requirement. The group has all the appropriate certificates and registration documents but these are not always displayed as they should be.

There are sound partnerships with the host and feeder primary schools and the group receives support and guidance from the local authority. The partnership with the host school enables the club to make use of a large outdoor play area for physical activities. The engagement with parents and carers is satisfactory. They receive appropriate information about the group and say that communication is positive. Those spoken to during the inspection are happy with the provision, its safety and the way their children are cared for. Medical, dietary and other information is shared as appropriate. Feedback from parents and carers is used in discussions about improvements to the provision but no written records of this are kept. Other changes to the provision are made through staff discussions and with feedback from children. Currently there are no children with special educational needs and/or disabilities, or who have English as an additional language, on roll. The temporary nature of the accommodation makes storing resources difficult, but the staff work hard to overcome this.

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

Children enter the group happily and settle quickly. This is helped by a very effective starting activity which is a cross between registration and circle time.

Children's behaviour is very good and they listen to each other politely and willingly share their thoughts with others. This happened during the inspection when the theme was to talk about special days they have had. This quick settling in routine is helped by the calm staff and the good interactions between them and the children. Children feel safe in the setting, even though its site has changed and they need to enter the secondary school campus. Staff ensure they feel safe and secure and positive relationships are evident. Adults often help children with homework tasks or encourage their play with construction kits and board games. These games often support and encourage children's mathematical and language development. For example, children enjoy playing games of bingo, where they are required to match words or numbers. Creative work is supported by a range of art materials which children use with confidence and growing skill. Staff work hard to help develop children's creative development, although the current accommodation and storage difficulties make this hard. Children self-select their own imaginative writing activities based on their interests. This shows how the positive ethos created in the group encourages such activities.

Although one member of staff is the key worker for the small number of children in the Early Years Foundation Stage, no effective recording of activities or their outcomes are made to show their progress over time. However, informal discussions with school staff about the children take place when the children are collected. A range of play, writing, reading and creative activities are available and these support progress towards meeting the early learning goals. The children have a good understanding of how to stay healthy, which they display at snack time when they eat a healthy pasta meal and drink milk or water. The well-established routine makes this a very effective part of the provision and contributes well to their personal, social and emotional development. It is also another occasion when children demonstrate well their positive contribution to each other in their behaviour and their attitudes. In many of the activities older children support the play of younger ones. Overall, children make satisfactory progress in their learning and development at this welcoming group.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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