

Kids Like Us Limited

Inspection report for early years provision

Unique reference number EY332242
Inspection date 23/11/2011
Inspector Teresa Elkington

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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

Kids Like Us is run by Kids Like Us Limited. It opened in 2006 and operates from two mobile classrooms. These are situated on the sites of Southwater Infant Academy and Southwater Junior Academy. The Academies are located in the centre of Southwater, Horsham in West Sussex. A maximum of 48 children may attend at any one time. 24 children aged from four to eight years are accommodated in the infant club and a further 24 children aged from seven to eleven years in the junior club.

The out of school club is open from Monday to Friday during term time only for a breakfast club from 7.45am until 8.50am and from 3.15pm until 6.00pm for the after school provision. All children have access to a secure enclosed outdoor play area.

The setting supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

There are currently 40 children aged from four to eight years on roll. Children attend from the local and surrounding community. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The out of school club employs 12 members of staff. Of these, eight hold an appropriate early year's qualification, and one is currently working towards an appropriate early year's qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children show a strong sense of belonging in the nurturing and relaxed atmosphere that is created for them by the committed staff team. They are provided with a wide variety of stimulating and enjoyable activities, which is supportive of their interests and desires. Overall, they make good progress in their learning as staff have an effective understanding of how to plan to meet children's growing developmental needs. Due to the ethos of the setting working constructively and cohesively, partnerships with parents and others are fostered well. The whole staffing team are highly committed towards driving improvement. Well-targeted plans are in place to secure the priorities for future development, which maintain and further enhance the positive outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of assessment to plan the next steps in each child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected as a result of the setting's robust safeguarding procedures. The directors and staff are aware of their roles and responsibilities in protecting children and know the procedures to follow if they were concerned about a child. Robust recruitment procedures ensure that children are only cared for by suitable and experienced personnel. The environment both indoors and outdoors are subject to ongoing risk assessments, which allows staff to identify any hazards and take appropriate action where needed to secure the continued safety of the children. Priority is placed on children's good health and well-being which is well supported by the staffing team being fully aware of the relevant procedures. For example, comprehensive records are kept of all accidental injury in the setting.

The use of reflective practice by the directors and the staffing team, as well as the valued input from both parents and their children enable the setting to effectively prioritise well targeted plans for their future improvement. Recommendations from the previous inspection have been effectively addressed showing the settings ability and willingness for continuous improvement. The professional development of staff is well supported, with staff updating their knowledge and skills through regular training opportunities and clear induction systems for new staff members. Annual appraisals are undertaken which enable training to be tailored to meet the personal and professional needs of staff members, as well as benefiting the setting as a whole.

All staff show commitment, dedication and enthusiasm for their roles, enabling them to provide high quality care and a stimulating learning environment. Staff work hard to provide an exciting play environment for the children. The physical layout of the setting is well organised, allowing children to move freely around all the areas available to them. The effective deployment of resources meet the needs of all children well and significantly enhance their experiences at the setting allowing them to feel a true sense of belonging as they initiate their own play and learning experiences.

The setting is fully committed to promoting equality of opportunity and work hard to ensure children's individual needs are recognised and met. Diversity is fully embraced and all children are fully included and involved. People's differences are respected, such as disability, ethnicity, gender and culture. Children's awareness of their wider and immediate world is actively promoted, through the use of resources, posters and the wide range of activities that children involve themselves in. For example, they raised money for worthwhile causes through the making and selling of home made produce.

Children benefit from the close partnership working that staff have adopted with both their parents and their teachers, which enables staff to effectively support the

individual learning and welfare needs of children. Parents have access to a wealth of information through the use of well placed notice boards, newsletters and discussions with key persons. Time is taken to meet with teaching staff within the school, which enables staff to plan positive play experiences in support of current topics being undertaken. Comment received from parents highlight their extreme delight with the service provided.

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

Children are enthusiastic and readily lead their play upon arrival at the setting. They play harmoniously together with their friends and staff alike, which embeds a strong sense of belonging. Staff are fully supportive of children's play and act as facilitators in all that they do, providing guidance and one-to-one support where needed. Staff demonstrate an appropriate knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development through first hand play experiences. Systems are in place to observe children and assess their stage of development. Staff demonstrate a knowledge of children's next steps in their learning, however systems for planning are not fully secure to enable all staff and parents to fully plan for children's next steps.

Children behave very well. They are kind, considerate and thoughtful to each other. They willingly share and take turns and there are lots of opportunities for children to play alongside each other. Staff manage children's behaviour in a manner that is appropriate to each child's age and stage of development and praise is given freely, ensuring that they develop confidence and self-esteem. Their sense of belonging is actively promoted as children are invited to place comments on the activity tree, where they are able to reflect on the activities that they have enjoyed. Children's creative masterpieces are expertly presented throughout the setting, which enables children to celebrate their own achievements and those of others.

Children's physical skills along with their health and well-being are fully supported. Children enjoy the free access into the outdoor play areas, where they enjoy space to run, play ball games and use wheeled toys. Children take responsibility in securing their own health and well-being as they spontaneously wash hands in readiness for snack times, which is supported by pictorial references to promote their awareness of adopting good hand washing routines. Snack times are a social occasion as they enjoy the company of others around the meal table. They independently select from a range of healthy and nutritious food options, which are reflective of their individual dietary requirements. Children's developing awareness of taking responsibility for their own safety is actively encouraged through their daily routines. For example, they listen carefully to instructions when moving from the school building to the setting and readily put resources away after use, to prevent play areas becoming overly cluttered thus preventing hazards to themselves or others.

Children's' developing skills are effectively supported through the ethos of play and

learning through first hand experiences. They spend sustained periods of time at their chosen activities. For example, they sit and draw using a range of writing materials and show concentration as they create pictures using small coloured beads. Mathematical concepts are well fostered as children enjoy playing a range of games; help set up the meal table with the correct number of cups and plates; and as they learn about number and positional language during whole group activities. Children's understanding of technology is provided through the provision of computers and electronic games. Children delight in using their imagination in the role play area which inspires them to act out familiar scenarios. For example as they act out 'going to the restaurant' and taking turns in playing the role of the customer and the waiter. Children's imaginations are further extended as they actively use soft furnishings to create dens in corners and sit and enjoy each others company. They enjoy sitting quietly looking at books and getting their hands dirty as they use a range of creative media to make pictures for display boards. Overall, children flourish in an environment where they are free to learn, explore, experiment and have fun within a stimulating and child-centred setting.

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