

Lower Peover Kids Club

Inspection report for early years provision

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Inspector

Jane Shaw

Setting address

Lower Peover Primary School, The Cobbles, Lower Peover,
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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

Lower Peover Kids Club is privately owned and managed. It was registered in 2003 and operates from the main hall, entrance room, ICT room, domestic technology room, reception class and adjoining play area and associated facilities of Lower Peover Primary School, Lower Peover, Cheshire.

A maximum of 32 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 14 years. The club operates Monday to Friday from 7.45am to 9am and from 3.15pm to 6pm during term time and during school holidays the club operates Monday to Friday from 7.45am to 6pm. The club operates all school holidays with the exception of the Christmas period and two weeks during the summer holidays.

There are currently 93 children on roll, of these 55 are under eight years and of these seven are within the early years age group. The setting supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, two hold level 3 qualifications in playwork and one holds a level 2 qualification in early years. One member of staff is currently undertaking a level 3 qualification in early years, one is undertaking completing a level 2 qualification in early years and one is undertaking a level 3 qualification in learning and teaching support. There are an additional two relief staff, one of whom holds an National Nursery Examination Board qualification.

The club is a member of the 4Children out of school club association and Out of School Alliance and receives support form the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming and fully inclusive environment is created for the children who attend the setting, where children have fun. Staff know the children well, valuing and respecting their individuality and uniqueness. Children enjoy their time at the club and have access to a good variety of resources and experiences which supports their learning and development. Positive partnerships with parents and carers and other professionals have been established and supports children. In the main records, documentation and procedures support children's safety and welfare. Systems for self-evaluation are in place and demonstrate the club's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips off the premises
- develop further system for conducting regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. All staff have completed safeguarding training and demonstrate a good knowledge and understanding of procedures to be followed, therefore children are well protected. Detailed safeguarding policies and procedures are in place and fully accessible to staff, parents and carers. Clear recruitment, vetting and induction procedures for staff safeguard children's welfare. Required records and documentation are well maintained and effective in supporting children's safety and welfare and the efficient management of the club. Thorough risk assessments and daily safety checks are completed to ensure children's safety at all times, however, some trips away from the premises are not updated regularly and fire evacuations are not completed regularly.

A wide range of good quality resources for both indoor and outdoor play supports children achievement and enjoyment well. Children make choices about their play as they arrive, and as a result are becoming independent and active learners. Equality and diversity is effectively and actively promoted and staff ensure all children have equal access to all opportunities and resources. Staff have a clear knowledge of each child's background and individual needs and are effective in helping them to develop an understanding of the society in which they live.

Partnerships with parents and carers are good and they have access to a wide range of information about the club. Parents and carers spoken to speak positively about the club and their child's care and enjoyment. Partnerships with other early years professionals are good. Effective daily communication takes place between teaching and club staff, which includes feedback regarding ongoing development and achievements. Club staff use this information in order to plan activities to support children's development through play. These positive relationships ensure a continuity of care and complimentary curriculum for all children. Staff show a good commitment to their role through meetings, appraisals, and training opportunities. Self-evaluation is on-going. The completion of recommendations raised at the last inspection, commitment to self-evaluation, ongoing training and development demonstrates a good commitment to driving improvement and embedding ambition.

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

Staff have a good understanding of the learning and development requirements and playwork principles, they use this knowledge to provide children with access to a good range of play experiences. Consistent staff and key person systems ensures children feel safe and secure. As a result, children make good progress in their learning and development. Staff undertake observations of children's progress and achievements and keep photographs and examples of their work in an 'All About Me' book. Staff plan activities each day based around observations, children's interests and suggestions, feedback from teaching staff and specific celebrations throughout the year.

Children arrive happy and eager to participate and immediately select resources and engage in activities and play. There is a buzz of laughter and talk in the hall. Children freely move around the rooms selecting activities and resources from the range available. Once everyone has arrived and accounted for they also have the option to play in or outdoors. Children can choose to be active or spend time in the quiet room, reading or chatting to friends. Children's behaviour is very good. They share, take turns and play together well. Children make a positive contribution to the club and their own enjoyment as they make suggestions about activities and choices about their play.

Children are developing a good understanding of their own safety through reminders about the safe use of tools and equipment, along with themes and discussions. Children enjoy healthy snacks and meals during school holidays. They have access to fruit and drinks at all times. They are aware of the need for good hygiene routines. Snack times are social occasions where children from different classes sit together engaging in conversation. Children have opportunities to write, make marks and use books which promote their literacy skills. There are occasional themes or topics planned, such as Red Nose Day.

They develop good problem solving skills as they use table top games, weigh and measure during baking activities. They are able to competently use technological resources, including, a computer keyboard and mouse. Children have many opportunities to develop their creativity and imagination, through role play, drawing and making models. For example, as they create advent calendars and Christmas decorations, or as they build 3-dimensional models and marble runs. Children confidently access outdoor play spaces and resources, enjoying group games. They develop an understanding of the wider world as they celebrate a variety of festivals, such as Diwali and Chinese New year. The activities and opportunities offered, staff interaction and commitment from both staff and children clearly supports the good development of children's skills for the future.

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