

Live and Kicking Out of School Club

Inspection report for early years provision

Unique reference number

EY260945

Inspection date

02/12/2011

Inspector

Rebecca McGrath

Setting address

740 Preston Old Road, Blackburn, Lancashire, BB2 5EN

Telephone number

01254 202075

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Live and Kicking out of school club is run by a voluntary management board and opened in 2003. It operates from the lower level of a church hall in the Pleasington area of Blackburn. Children have the use of this hall, together with planned use of the larger upstairs hall. Although there is no outdoor play area children are taken to a local sports field to play on a regular basis. The setting opens from 7.45am to 9am and 3.30pm until 6pm term time and from 7.45am to 6pm during school holidays. A maximum of 65 children aged from three to 11 years may attend the setting at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 57 children on roll, all of whom attend on a part-time basis and five are within the Early Years age range. The setting serves three local primary schools and children are either transported in a vehicle or walk with staff to and from school. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

There are seven members of staff. Of these, six hold qualifications up to level 4. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children are kept safe and their welfare is highly promoted in a stimulating and enabling environment. Staff know the children extremely well and they plan activities based on their individual development and interests. The exemplary partnerships that exist between staff and parents ensure that they receive consistent care. Partnerships with others is embedded and the sharing of information between settings is developing well. Comprehensive systems for self-evaluation are in place, demonstrating the setting's excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensuring all information about children's learning and development is regularly shared with other settings, in particular children's learning journeys.

The effectiveness of leadership and management of the early years provision

Excellent recruitment and vetting procedures are in place to ensure the suitability of all staff working with the children. The comprehensive safeguarding policies and procedures are thoroughly known by the well-trained staff and, as a result, children are very well protected. Thorough risk assessments, daily checks of the areas used, high staff to child ratios and all adult's vigilance confirm the excellent safeguarding arrangements. Documentation is exceptionally well maintained in order to promote the safe and very efficient management of the setting. Staff induction is detailed and highly effective. Processes for managing the performance of staff and their professional development are used exceptionally well to maintain high quality provision. Self-evaluation is embedded in daily practice. Staff, children and parents contribute to this process to ensure plans for the future are effectively implemented. The manager and staff team are committed to driving ambition and embedding improvement.

There is excellent team-working by well qualified, skilled and committed staff. This means that children's care and education is provided consistently by people whom they know very well. The adults consistently work with the children through their play to enrich their experiences resulting in the children making significant gains in their development. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources. As a result, inclusion is extremely well promoted. Resources are of a consistently high quality and very well organised, so that children can access a variety of activities.

Relationships with parents and carers are excellent. Parents speak very highly of the setting and are continually kept informed of their child's progress. There are regular exchanges of information and the detailed and very informative learning journals are seen and contributed to by parents. Staff take into account parent's ideas and these are developed and contribute to the improvements of the setting. Staff are committed to partnerships with other settings and they have effective working relationships. However, the sharing of children's progress and development is not fully explored with other partners to promote and further extend children's learning, development and welfare.

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

Relationships are very strong at all levels. The children interact extremely well together and this is further enhanced by the attentiveness from all staff members to ensure children's experiences are outstanding. Staff constantly tackle opportunities to question and extend children's learning. Staff use their excellent understanding of the Early Years Foundation Stage to provide the children with valuable experiences. Extremely clear and precise systems are in place in relation to planning and assessment. Play plans incorporate the seasons and festivals throughout the year. Planning is very flexible to meet children's needs and interest

as they arise. Staff instinctively follow children's interests and extends this the moment something seizes the children's attention. The children are confident and curious characters. The environment is child centred and effectively meets the needs of all the children through high quality and stimulating resources. The effective key worker system enables staff to form warm caring relationships with the children. As a result, the children feel at ease and are secure and confident in their care. The children develop an extremely strong sense of belonging and they thrive on staff's interaction and attention. The children work very well together and they share their learning experiences positively between each other, thus creating an effective and positive attitude towards each other's learning.

The children have an extensive range of opportunities to develop their numeracy skills. They keep score while playing table football and successfully count the markers on a board game. They explore shape and pattern through adult-led activities. The children have opportunities to write, make marks and use books so their literacy skills are promoted. Creative skills are developing, exemplified when they produce unique and individual pieces, such as a Father Christmas decoration. The children delight in achieving success when they use their skills to create these 'masterpieces'.

There is unlimited access to a computer and children show very efficient use of the mouse and a variety of suitable programmes. Resources, such as jigsaws and books help promote children's awareness of the wider world and our diverse society. Children begin to understand about different cultures and lifestyles as they celebrate festivals throughout the year. They are becoming extensively aware of others and developing a very caring attitude as the children created a charity event born from their interest and research into 'Help for Heroes'. Children, staff and parents worked very well together to participate in a charity day to raise money for the worthy cause.

The children have lots of opportunities to develop healthy lifestyles. Snack times are social occasions where children from different classes and age groups sit together with staff and converse. This helps children to communicate effectively. They travel to and from school in the form of a 'walking bus' and have access to the playing fields and park close to the setting. They enjoy running, playing football and team games such as cricket and rounders. The children take an avid interest in the world around them. Staff support and develop their understanding and effectively challenge stereotypes. For example, a project about job roles and helping in the community was developed after the children had misconceptions that only men could do these roles. This resulted in the fire service visiting the setting and the children developing their understanding of skills for the future.

Risk of infection is minimised because staff exercise meticulous hygiene practices at all times. The children are very well nourished as the setting provides meals and snacks that are healthy and nutritious. Staff help children to understand how to behave indoors and outdoors by talking about personal safety, risks and the safety of others. The children say they feel safe in the setting because the adults care for them so well. Staff are consistent in their approach to managing children's behaviour. They do this with great understanding and they act as encouraging role models to the children. Consequently, the children begin to understand their

behaviour and they learn to be kind and helpful.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----