

# Scothern Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	253552
<b>Inspection date</b>	13/12/2011
<b>Inspector</b>	Janet Keeling
<b>Setting address</b>	Ellison Boulter's School, Sudbrooke Road, Scothern, Lincoln, Lincolnshire, LN2 2UZ
<b>Telephone number</b>	07944 709024
<b>Email</b>	
<b>Type of setting</b>	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**

Scothern Kids Club opened in 1998. It is run by a voluntary management committee and operates from facilities at Ellison Boulter's School in Scothern, Lincolnshire. Children have access to an enclosed, outdoor play area and to the school playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 32 children from three years to under eight years may attend the setting at any one time. There are currently 95 children on roll, of whom, five are within the early years age group. Children attend for a variety of sessions. The setting opens one day a week on a Tuesday during school term time. The session is from 3.15pm to 6pm.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. 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 who work directly with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting is led and managed by an experienced and dedicated manager. Staff are enthusiastic, work well together as a team and strive to offer a welcoming and inclusive service where all children are valued and respected as individuals. Children share warm and friendly relationships with staff and their peers, and as a result, they are clearly happy and enjoy their time at the setting where they make good progress. They engage in a wide range of activities which support their interests and learning needs well. Highly effective partnerships with parents and the host school have been firmly established, ensuring children's individual needs are fully supported. All staff demonstrate a positive commitment towards the sustained and continuous improvement of the setting which is well placed to develop in the future.

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

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

- improve facilities for the storage of children's coats and personal belongings
- develop further the process of self-evaluation in order to clearly identify the setting's strengths and areas for development.

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

Priority is given to safeguarding. Children are safeguarded well by effective recruitment and vetting procedures, including effective procedures for the induction of new staff. All staff have completed safeguarding children training and have a clear understanding of child protection procedures. They know who to contact should they be concerned about a child in their care. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Written fire procedures are displayed and staff ensure that regular fire drills are completed. Staff have a good understanding of health and safety issues and have well-written policies and procedures in place to support their practice. Risk assessments and daily checks are completed, ensuring that potential hazards to children are minimised. The deployment of resources is good. For example, staff are effectively deployed to support the children's care, safety and well-being and make good use of space. However, while the hall is well organised there are no appropriate facilities for children to hang their coats or to store their personal belongings.

Staff provide a welcoming and inclusive service where children are fully included and integrated into the life of the setting. Staff warmly interact with the children during play and respond to their individual needs, and as a result, children feel safe and secure. Staff are enthusiastic, positive role models and strive to improve their practice. They have addressed recommendations made at the previous inspection and have systems in place to monitor and evaluate the setting. This includes feedback from parent questionnaires and the use of their self-evaluation system. However, their self-evaluation is not regularly updated to provide staff with a complete picture of the provision. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced.

Excellent partnerships with parents and carers have been firmly established. There is an excellent exchange of information each day. Staff keep parents up-to-date about all aspects of their child's care and are vigilant at ensuring information from school is passed to parents on the same day. Parents and carers have access to information about the running of the setting. For example, their registration certificate and public liability insurance are displayed. Parents also have access to the setting's policies and procedures at each session. Staff have developed excellent links with teachers and other early years professionals at the host school, which ensures continuity of care for all children. During the inspection parents spoke very highly of the setting. They said that their children are happy, safe and enjoy a wide range of activities. They also commented on the exceptionally welcoming and homely atmosphere and the approachable and caring staff. In addition, comments taken from a recent parent questionnaire included, 'we think staff do an excellent job', 'I am grateful for a fantastic service', and, 'I know I am leaving my child in a safe and happy environment'.

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

Children benefit from a welcoming environment and from the friendly and caring staff who spend quality time interacting and supporting them as they play. Staff have a good understanding of the Early Years Foundation Stage framework and plan a good range of activities that support children's interests. On admission to the setting all required documentation is completed which records children's individual needs, ensuring that children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Staff know the children very well, they observe and assess them as they play and use information gained to support each child's learning and interests. As a result, children are happy at the setting and enjoy the range of activities. All children in the early years age group have a 'This is What I Do at Kids Club' folder. These folders contain both written and photographic evidence of children's learning and interests and are available for parents to see at anytime. During the inspection, children said they were happy, had fun and enjoyed playing with their friends.

On arrival at the setting children are warmly greeted by staff. They are familiar with the daily routines and look forward to meeting up with their friends where they can relax and play together. Children are encouraged to make decisions about their own play and learning as they decide what activities they would like out during the session. They are very aware of what equipment is available and confidently ask staff for help and support in setting up activities. Children have lots of fun and thoroughly enjoy their play while making good progress in their achievements. There is great excitement and laughter as a group of children engage in a game of floor snakes and ladders. They take turns to throw a dice and show consideration for each other as they move around the huge mat. Children learn about shape, colour and size as they engage in an interesting range of craft activities. For example, at the art and craft table children thoroughly enjoy making paper snowmen. They carefully draw around a stencil then skilfully use scissors to cut out the shapes. They talk about the large and small circles and take time to assemble their snowman. When their snowman is finished they take huge pride in showing it to the staff. Children enjoy board games. For example, there is enormous concentration as two children engage in a game of chess while others enjoy a fun game of guess who. Children show a love for books. They freely access a range of books in the quiet area and enjoy looking at them with their friends. In addition, older children relish opportunities to read stories to the younger children. All children have good opportunities to develop their physical skills. They engage in team games, such as football, tennis, rounders, rugby and dodge ball. They also enjoy playing with skipping ropes, bats and balls and making dens.

Children develop a good sense of belonging at the setting where their contributions and achievements are fully recognised. Their confidence and self-esteem are fully supported as staff give regular praise and encouragement. Children are polite, behave well and respond positively to the boundaries set.

Contributing to the setting's rules helps them to take responsibility for their own behaviour, and as a result, they show care and consideration for each other. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year. Their understanding of good hygiene practices are reinforced throughout the sessions. Healthy lifestyles are promoted as children are encouraged to engage in physical activities and to enjoy a range of healthy foods at snack time. Drinking water is available to the children, ensuring that they remain hydrated. They learn how to keep themselves safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, they are reminded how to use equipment safely and not to leave the hall without permission from a member of staff.

## 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	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	2
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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