

Brampton Kids Club

Inspection report for early years provision

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Inspection date	03/01/2012
Inspector	Anna Davies

Setting address	Brampton Village Primary School, The Green, Brampton, HUNTINGDON, Cambridgeshire, PE28 4RF
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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

Brampton Kids Club was re-registered under private ownership in 2010. It operates from a mobile building within the grounds of Brampton Village Primary School, Huntingdon, Cambridgeshire. The club is open each weekday from 8am to 8.55am and from 3.10pm to 6pm during school term time. During school holidays the club is open from 8am to 6pm. All children have access to the enclosed outdoor play areas of the school.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children under the age of eight years may attend the club at any one time. There are currently a total of 86 children on roll. Of these, 16 are within the early years age range. The setting supports children with special educational needs and/or disabilities.

The club employs a total of 20 members of staff to cover school term time and school holidays. Of these, 10 hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which all children are fully included. They make good progress in their learning and development through participating in a range of stimulating activities and experiences which interest them. Relationships with parents are effective in meeting children's individual needs. The owner/managers are committed to continuously improving and developing the provision and have effective systems of self-evaluation in place. All required documentation is in place and most is kept up-to-date.

What steps need to be taken to improve provision further?

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

- develop further the use of children's next steps to show how they clearly link to the planning of activities to support individualised learning
- review written policies and procedures to ensure that they reflect the current legislation
- extend the range of information obtained from school to further support children's learning and development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of the procedures for safeguarding children. They have all attended basic child protection training and three have completed the advanced training. Robust recruitment procedures cover all necessary checks to ensure staff's suitability to work with children. Effective daily risk assessments are completed. These demonstrate the staff's ability to assess potential risks to children's safety and take the necessary action to minimise these. A wide range of policies and procedures underpin the good practice at the setting and these are implemented effectively by all staff. However, they are currently being updated as they still reflect the National Standards which is misleading for parents as this is no longer the legal legislation used.

Inclusive practice is successfully promoted. An Equalities Named Coordinator ensures that all staff have an up-to-date understanding of the latest literature regarding all aspects of inclusion. This includes ensuring that activities and resources reflect diversity to increase children's awareness. The mobile rooms used are bright and welcoming for children with displays of children's work which they enjoy contributing to. Resources are freely accessible giving children opportunities to make clear choices about their play. Good use is made of schools outdoor areas including a wooded area where children enjoy nature, using natural resources and demonstrating their creativity by making dens and hammocks between the trees. Staff retention is good. Staff have a clear awareness of their roles and responsibilities and both of the owner/managers are very hands on within the setting; leading effectively by example. Clear systems are in place to continuously monitor ratios and staff qualifications across the sessions to ensure that legal requirements are met at all times.

Good relationships exist with the attached school. The clubs Early Years Foundation Stage Coordinator meets with teachers to discuss individual children's progress and needs. Both owner/managers recognise that it would be beneficial to gather and keep evidence of children's next steps of learning from school so that this information can be used to further support and enhance children's learning and development. A positive and reassuring settling-in process exists for children and parents, who, for example, may be worried about how the wide age ranges of children all interact with each other. Regular newsletters and discussions with staff help keep parents abreast of activities, their children's progress and up-and-coming changes. Clear information about the Early Years Foundation Stage is given to parents and reinforced on the settings informative website.

Clear systems of self-evaluation are in place which allows staff to formulate action plans for future improvement. Parental feedback is important to the club and opportunities both formally and informally are given for this. Both owner/managers demonstrate a clear vision and commitment to continuous improvement and have identified future priorities for improvement to coincide with the future expansion of the local community so that their club continues to meet the needs of its users.

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

An effective key person system is in place to ensure that children feel safe and secure. Many staff also hold other positions within the school which means that they know individual children very well and can provide effective and consistent support for all, including those with special educational needs and/or disabilities. An Early Years Foundation Stage coordinator oversees the provision for the younger children and ensures all staff are up-to-date with current good practice. Photographs show that children are offered a wide range of activities to enhance their learning and to ensure that they have good fun. This includes many visitors to the club to develop children's understanding of the world and community around them. Clear observation, planning and assessment procedures are in place. Good information is gathered about individual children's learning and progress. Next steps are clearly identified although are not filtered through into planning effectively to ensure that learning opportunities are not potentially missed.

Children are happy and confident in the club. When asked, one child stated that she loved 'everything' about the club but especially the Christmas tree which she helped to decorate. They demonstrate much pride as they talk about things they have made and brought in from home. All ages work well together and behave very well; the older children sensitively support younger children to take their turn in games and help them to understand instructions. Children enjoy writing for purpose as they make lists on a whiteboard and sign their names on laminated cards to indicate their turn next at the pool table. Children solve problems as they work out how to fit shapes together of the correct length and angle to join with the two ends of a friend's pattern. They learn about numbers as counting and number language is filtered through into games such as the 'Captains hat' and electronic board games involving pretend money. Children benefit from well resourced information technology provision and are able to learn and use vital skills necessary to support their future. Regular outdoor play is offered to give children regular fresh air and exercise. If the weather is unfavourable, alternative physical activities are offered indoors such as large group games.

Children understand personal hygiene routines such as washing their hands prior to eating snack. They use liquid soap and paper towels which effectively minimises the risk of cross-contamination. Snack times are social occasions as they sit together and help each other prepare and access their snacks. Snacks are nutritious and balanced with fresh fruit and drinks also continuously accessible throughout sessions. Displays about healthy eating created by the children help them to understand the importance of a healthy lifestyle. Clear systems are in place for the administration of any medication and the support given to those children with long term medical conditions. The majority of staff hold valid first aid qualifications and clear records are kept of all accidents that occur. All of these practices help safeguard children's welfare. Children learn about safety as they are reminded to sit on chairs correctly and enjoy visits from the local Police Community Support Officer to discuss road safety. Staff ensure that children feel safe and secure, for example, asking them if they feel comfortable about having a blanket

placed over them during a game where they have to hide.

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