

Time for Nursery @ Overton Kids Club

Inspection report for early years provision

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Inspector Sandra Williams

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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

Time for Nursery @ Overton Kids Club is privately owned and has been registered since September 2007. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the scout hut situated in the village of Overton, near Morecambe in Lancashire. Children have access to the main hall and an adjoining small room used for quiet activities. The children have access to an enclosed outdoor play area and supervised access to the grassed area at the front of the property. The club is open from Mondays to Fridays from 2.30pm until 6pm during term times only.

A maximum of 26 children under eight years may attend the facility at any one time, of which, no more than 26 may be in the early years age range. There are currently 48 children on roll of which, eight are in the early years age range. The setting offers support to children with special educational needs and/or disabilities and children who have English as an additional language. There are five members of staff, who work with the children, three of whom hold appropriate early years qualifications to National Vocational Qualification Level 3 and two hold Level 2 qualifications. The setting has successfully achieved the Step Into Quality Award and has been awarded Lead Practitioner Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The established and experienced staff at this friendly out of school club know the children individually and are able to meet their needs and requirements well. Children enjoy a good range of fun activities, which help them to make good progress in their development and learning. The children are safeguarded due to the safety procedures in place that cover most of the safety requirements. Partnerships with parents are excellent and partnerships with other agencies and providers of the Early Years Foundation Stage are strong. The staff group are committed to providing a good quality service and maintain continuous improvement through reflective practice. However, the self-evaluation process is not yet completed.

What steps need to be taken to improve provision further?

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

- develop further the system of self-evaluation, for example, by completing the Ofsted self-evaluation form, in order to identify strengths and weaknesses and maintain continuous improvement
- improve the level of safety outside by repairing the small section of fencing that has been damaged by recent storms.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded due to the thorough safeguarding procedures in place. The staff receive regular training and have a good knowledge of the indicators of abuse and the procedures to follow should they have any concerns about the children. A full set of comprehensive policies and procedures are available to parents and are carefully implemented by the staff. Children are safeguarded by robust recruitment and vetting procedures. This includes Criminal Records Bureau checks, ensuring that all staff are suitable and safe to work with children. Daily risk assessments are undertaken to ensure that the premises is safe and free of hazards. A small section of fencing around the outdoor play area has very recently been damaged in strong winds, which currently poses a hazard until it is repaired. Emergency evacuation drills take place regularly to ensure that all children are fully aware of the procedures to follow in the event of an emergency.

The staff have excellent, trusting relationships with the children's parents and extended family members. They are made to feel extremely relaxed in this welcoming and friendly environment. They are strongly encouraged to be involved in their children's learning and development and they volunteer to attend various sessions, such as providing dance sessions. A wealth of information is made available to parents on the notice boards and in regular newsletters. Parents spoken to and who have completed questionnaires about the setting express their extreme satisfaction with this provision. They state that the club is brilliant and that the staff are very friendly and take the time to get to know the children individually, thus, meeting their needs extremely well. Good links also exist with the local schools as some of the staff work at the local school, as well as the club. This helps with the children's all round care and education and their smooth transition from schools to the club each day. Information is shared between the settings, so that there is consistency and continuity for the children.

The staff are highly motivated to provide a good standard of care and education for all children. Staff moral is high and this ensures a happy and fun place for children to enjoy their learning through play. Resources are well organised, labelled and attractively displayed to enable children to make choices in their play. The newly created outside play area also enhances children's opportunities to enjoy fresh air and exercise. Equality and diversity is promoted very well by the staff. The club is rich in resources and positive images of cultural diversity. Staff are extremely welcoming and inclusive and are effective in ensuring that all children are well integrated. Children who have special educational needs and/or disabilities are very welcome to attend, although, there are none attending currently. The staff demonstrate their reflective practice and positive attitudes to continuous development through completing the Step into Quality Award. The Ofsted self-evaluation form has also been started, but is not yet completed to cover every area of the provision.

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

Children thoroughly enjoy their time spent in this welcoming and stimulating out of school club. They are well cared for by extremely caring and nurturing staff, who are fully committed to the children's well-being. The attractive displays of children's work help them to feel included and valued. All children have excellent opportunities to adopt healthy lifestyles and enjoy the fresh air as they access the enclosed outdoor play area. They enjoy regular exercise as they run and play various ball games, which help them to develop their coordination. Fresh drinking water and juice is constantly available for the children to help themselves to. They show an excellent understanding of healthy eating as they make healthy choices at snack times. This is reinforced by the pictures and posters promoting healthy eating in the snack corner. Children have a very good understanding of the importance of following good personal hygiene routines as they independently wash their hands at appropriate times. All children feel safe and happy as they enjoy close attachments and trusting relationships with the staff. They show an excellent understanding of what standards of behaviour are expected and apply these, in order to keep themselves and others safe. The children are very involved in negotiating the club rules, which are typed up by the children. Older children are extremely helpful and enjoy looking after the younger children. The children also make a positive contribution to their local community by, for example, distributing food hampers to help raise funds to repair the church roof.

Children are making excellent progress in their learning and development due to the extensive range of activities that are planned to meet their individual needs and interests. The children are extremely involved in planning and choosing activities that they particularly enjoy. The system for gathering information about the children when they first attend is established and regular observations and assessments by staff provide information used very effectively to plan for children's next steps. Children are making very good progress in their communication, language and literacy. The wide range of books and the comfortable sofa and cushions in the quiet room create a relaxing area for children to enjoy reading stories to each other after a busy day at school. They also enjoy borrowing books to take home to read. Children develop their mark-making skills using pencils, crayons, shaving foam, paints, sponges and their fingers. Their creativity is encouraged as their paintings and drawings are displayed on the walls. They also enjoy imaginative play, crafts activities, making shapes with play dough and constructing with building bricks. They develop good skills in information and communication technology due to the resources, such as computers and electronic games. They learn about numeracy and problem solving by playing with the wide range of board games. Children learn about the diverse world around them as they celebrate festivals, such as, Chinese New Year, Australia Day and Diwali by tasting different foods and undertaking craft activities. Overall, children have fun and enjoy their time spent at their out of school club.

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	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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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

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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