

Skamps Kids Club

Inspection report for early years provision

Unique reference number	200754
Inspection date	19/01/2012
Inspector	Hayley Lapworth
Setting address	Wheelwright Lane School, Wheelwright Lane, Exhall, COVENTRY, Warwickshire, CV7 9HN
Telephone number	07901 777477
Email	
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

Skamps Kids Club has been registered since 1993. The club operates in Wheelwright Lane School in Exhall. The group has access to a playroom, dining room and the school library. An area adjacent to the premises is used for outdoor play. The group primarily serves children who attend the school and provides out of school care before and after school during term time only. Sessions are from 7.45am to 8.45am and 3.15pm to 6pm, Monday to Friday.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend at any one time. There are currently 40 children on roll and of these, one of whom is in the early years age group

There are five members of staff employed to work with the children; of these, four hold early years qualifications. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably safeguarded and child to staff ratios are met. Children's learning and development is satisfactory and they make some progress across the six areas of learning. The environment is inclusive and children's behaviour is consistently managed. Overall, there are suitable partnerships with parents. Some of the required information has not been obtained from parents and some documentation is not available at inspection. Strategies for monitoring and evaluating the provision are in the very early stages.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all records relating to the club are readily accessible and available for inspection at all times (Documentation) 31/01/2012
- obtain information from parents of all children about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 31/01/2012

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

- improve the systems for the organisation of the setting by leading and encouraging a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality

of the provision for all children.

The effectiveness of leadership and management of the early years provision

The management and staff create an environment in which children are suitably protected from abuse and neglect. Suitable recruitment procedures ensure all staff are vetted and suitable to work with children. The staff demonstrate a suitable knowledge and understanding of all types of abuse. They are aware of reporting procedures in the event of a concern about a child in their care. A safeguarding policy is in place which is shared with the parents at the onset of care. Staff are effectively deployed and children are fully supervised at all times. The space available is organised to ensure the children have suitable experiences across the six areas of learning. Many potential hazards to children have been minimised and the risk assessments are annually reviewed. Parental consents have been obtained for the administration of medication. However, information about any legal restrictions and who has parental responsibility has not been obtained for all children. In addition some records are not easily accessible and available for inspection by Ofsted. Consequently, this may impact upon children's safety and welfare.

At the last inspection three actions were raised. These actions have been suitably addressed. Consequently, this has improved information provided to parents, minimised the risk of cross-infection and improved the safety of the children. The provider and manager are beginning to recognise that self-evaluation plays a key role in continuous improvement. They are in the very early stages of beginning to consider the groups strengths and weaknesses. They are able to identify some of the areas for improvement. However, this is not fully developed and has minimum impact upon children and their families.

The staff have a positive attitude towards inclusion and all children and their families are treated with equal concern. Secure arrangements are made to ensure children of all ages and capabilities access all of the facilities and activities that are on offer. There is a suitable range of activities available. The staff demonstrate how children with special educational needs and/or disabilities can be fully involved. Staff are suitably aware of the benefits to children and their parents where relationships are built between two providers. Some arrangements have been made to ensure communication on a daily basis.

Partnerships with parents are satisfactory. Some documentation is suitably maintained and information is attractively displayed in the hallway for parents and visitors to browse. Policies and procedures are easily accessible to them. As a result they are kept fully informed.

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

Children are supported by staff who join in with their games. They are provided with a suitable range of activities which meet their individual interest and preferred learning styles. Activities provided allow children experiences across the six areas of learning. Therefore, children are making some progress towards the early goals.

Children's personal and social development is suitably promoted. Children are welcomed into the setting and some staff ask them about their day at school. Children's behaviour is good. This is due in part as any undesirable behaviour is consistently managed by staff. Children are firstly asked not to behave in a certain way and provided with explanation of why it is not a good idea to behave like that in the out of school club. For example, staff explain why children should not run indoors or sit on the air hockey table. All of which help children to keep themselves safe and enhance their understanding of right from wrong. Children make friends with their peers from younger and older age groups and play well together. They often self select what they would like to play with. They also make choices for themselves at snack times where they choose between ham, chicken or cheese sandwiches. Children's independence is encouraged as they make their sandwiches themselves.

Children have lots of opportunities to be creative. Painting, sticking and drawing resources are available at all times. Children enjoy creating masterpieces and confidently talk about what they have created.

Children are well cared for at times of minor accidents as four of the five staff hold valid first aid certificates. Clear health records are completed and children's specific medical needs are known by staff following discussion with parents. A written policy is in place that the setting shares with parents informing them of illnesses that will mean their child should not attend. As a result, children's health needs are promoted. A thorough procedure is in place for the administration of medication. Children enjoy some healthy foods and snacks, and drinks are made easily accessible to them. Consequently, they can look after their own body's needs when they are thirsty.

Children learn about their own safety in the event of an emergency. They are involved in practising the fire evacuation procedure regularly. Drills are recorded, enabling staff to evaluate their practice. As a result, the safety of staff, children and their parents, and visitors to the premises are enhanced.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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