

# Kids Aloud at Meir Heath Primary School

Inspection report for early years provision

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<b>Inspection date</b>	24/01/2012
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<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

Kids Aloud at Meir Heath Primary School registered in 2011 and is one of two settings run by the same private provider. The club operates from the main hall and a double mobile classroom in the grounds of Meir Heath Community Primary School, Stoke-on-Trent. Children have access to the school playgrounds. The club is open each weekday during school term time from 7.30am to 9am and from 3.30pm to 6pm. The club serves the children attending Meir Heath Community Primary School. During the school holidays, the club is open each weekday from 7.30am to 6pm. Children attend for a variety of sessions.

The club is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 52 children aged between three and eight years may attend at any one time. Currently there are 48 children on roll, seven of whom are in the early years age group. The club supports children with special educational needs and/or disabilities.

There are four members of staff who work with the children. Of these, one holds an appropriate qualification at level 6 and three hold appropriate qualifications at level 3. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play contentedly in this homely club where outcomes for all children in the Early Years Foundation Stage are good. Clear governance, effective partnerships with the host school, a dedicated and passionate team and a strategic approach helps to deliver a good quality service. Children's safety and well-being are given good consideration. Most aspects of children's learning and development are carefully planned and delivered using a good range of sustainable resources. Inclusion is given good attention and relationships are nurtured with all children's families and other professionals. Monitoring and evaluation procedures are developing and focused on future improvements.

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

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

- develop further systems for evaluating the quality provision to include all service users' views, including children
- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning.

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

Safeguarding is given good attention as staff are clear about their roles and responsibilities and well supported by the senior leadership team. Detailed reporting systems are in place and reviewed to ensure all staff are clear about how to escalate any child protection concerns. Thorough recruitment and vetting procedures, supplemented with ongoing supervision and appraisals, ensure suitable staff are appointed, supported through induction and valued as part of the team. Detailed documentation, including policies and procedures support the efficient management of the club. Children's safety is prioritised and effective risk assessments reflect good consideration of potential hazards. Effective security systems ensure only authorised adults gain access to the club. Good use is made of resources, including deployment of staff and the environment to ensure children experience variety and fun in their play.

Children's ideas and requests for activities are sought and displayed on a notice board for inclusion in planning. This helps to ensure children's individual interests and hobbies are respected and considered. Team games, such as football, are very popular and planned for accordingly. Staff work very well together as a team and respect and understand individual children's support needs. Any challenging behaviour is dealt with swiftly in a calm and respectful manner. The club ethos is to respect each other and children play very well together, regardless of age differences.

Parents say they feel very reassured by the level of professionalism of the staff team and the good level of care their children receive. Staff work closely with the school to ensure good levels of communication and continuity are achieved. For example, staff are vigilant and liaise with school staff to check times for collecting children from activity clubs run by the school. The senior management team includes a manager with Early Years Professional Status. This results in focused leadership, and a staff team who are committed to delivering quality care and ensure the smooth running of the club. Ongoing, professional development for all staff is prioritised and facilitated. Training records are monitored to ensure mandatory training, such as first aid, is kept updated. Good preparation and planning prior to the club opening has resulted in Kids Aloud being a valued resource, establishing a positive reputation for safe and enjoyable out of school care. Evaluation procedures are in place, although are not yet sufficiently established to include regular input from all levels, including parents, carers and children.

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

Children make good progress in their learning and development and take part in a balanced programme of play-based activities. Staff demonstrate a good understanding of the Early Years Foundation Stage and provide a welcoming

environment where toys and equipment are easily accessible. The informal routine creates an ambient atmosphere for children to relax and unwind after the school day by choosing activities and directing their own play. For example, children playing with dolls pretend to be babies, crawling on the floor and showing lively imaginations as they develop play scenarios. Staff clearly enjoy children's company and show good levels of patience, enthusiasm and respect in their interactions with children. Planning uses children's ideas and suggestions and encompasses opportunities for self-directed play. Good documentation is in place to show children's starting points, progress and includes photographic evidence of their achievements. Children are encouraged to develop a good understanding of diversity through discussions and activities, such as Chinese Writing as part of the topic on Chinese New Year. Children show care and precision when copying the shape of Chinese letters to write and decorate their names. This helps to teach children about different cultures, festivals and traditions in a meaningful way.

Children arrive confidently and enthusiastically, eager to see their friends and engage in friendly conversations with staff. Individual personalities and a lively sense of humour are apparent as children confidently share a joke. This shows children are clearly relaxed and feel a sense of belonging within the club. Children's behaviour is good. Staff act as positive role models and encourage children to take responsibility for their behaviour and actions. For example, staff sensitively point out any indiscretions, such as speaking to other children disrespectfully. This helps children to develop tolerance and empathy for each other and adults. Literacy skills are encouraged as children are supported in reciting the alphabet and comparing the shape of different letters in their names. Children choose books and relax together while looking at the pictures and listening to the story. Children show good levels of concentration and problem solving skills as they tackle challenging jigsaw puzzles, carefully matching colours and shapes to make the puzzle picture. Children's design skills are emerging as they make intricate patterns using small, coloured beads. Children have good opportunities to explore, investigate and problem solve. However, children have inconsistent opportunities to use information and communication technology or programmable toys. Children say they enjoy attending the club as they can have fun, play with their friends and enjoy the snacks provided. Children are developing personal qualities and take responsibility for small tasks, such as volunteering to fetch another chair for a member of staff. This coupled with literacy, numeracy and problem solving skills ensures children are developing good skills to support their future learning.

Teatime is a sociable occasion and good manners are evident as children say 'please' and 'thank you' spontaneously. Personal hygiene is encouraged as children use anti-bacterial gel to clean their hands prior to eating. Children are encouraged to drink plenty of fluids and make healthy choices as fruit, including oranges and bananas are available. The snack menu includes nutritious options, such as cereal and toast for breakfast and tuna wraps at teatime. Vegetarian options are available and records reflect children's individual dietary needs. Children are developing a good awareness of playing safely. For example, staff remind children not to swing on chairs in case they fall backwards. Children say they feel confident in talking to adults to share their worries or concerns. Regular fire drills help children to become familiar with the evacuation procedures in the event of an emergency.

Children have good opportunities to enjoy fresh air and exercise. Use of the school hall and grounds ensures children practise and refine their physical skills.

## 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	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

<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