

Keytime

Inspection report for early years provision

Unique reference number

EY233017

Inspection date

30/01/2012

Inspector

Karen Prager

Setting address

St Pauls Church Centre, Lovell Close, Covingham, Swindon,
Wiltshire, SN3 5BT

Telephone number

0771 2781 211

Email

keytime22@hotmail.com

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Keytime registered in 2002. It is privately owned. The club operates from rooms within the St Paul's Church Centre in the Covingham area of Swindon, Wiltshire. It serves families from the local area. Children use two smaller rooms and a large hall. A secure area is available for outdoor play. The club opens each weekday from 3pm to 6.15pm during term time and from 8.30am to 6.15pm during school holidays. Children attend for a variety of sessions.

The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children aged from three to eight years may attend the club at any one time. The club also offers care to older children. Currently there are 22 children on roll, of whom two children are in the early years age group. The club supports children who speak English as an additional language

The owner manages the club on a day-to-day basis and holds relevant childcare qualifications to level 3. Two members of staff are employed to support the children, both of whom hold appropriate qualifications to level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle as they are welcomed and included by friendly staff so that their needs are suitably met. The owner provides a generally appropriate range of toys and resources in a clean, organised environment, though there is limited access to outdoor play. Learning outcomes for children are sufficiently supported, although planning for each child is not robustly based on evidence of their requirements. Sound links have been developed with parents and other providers, which help to ensure that children's welfare is suitably promoted. The provider regularly reflects on the quality of the provision though not all records are accessible. Overall, the provider demonstrates a suitable understanding of how to continually improve provision for children.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted, with particular regard to the record of risk assessment. (Documentation)

31/01/2012

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

- develop systems of self-evaluation to prioritise areas for further development, how and within what timescale these will be implemented and how the impact on children will be monitored and assessed
- improve learning plans for each child based on information gained from talking to them, their parents and other carers and by observing the children
- create a stimulating outdoor environment that is easily accessed throughout the year.

The effectiveness of leadership and management of the early years provision

Overall, children are safeguarded appropriately. They receive suitable care and support from staff, who have been approved to work with children. Staff at the club have a sufficient understanding of how to safeguard children. They know who to contact, should they have a concern about the welfare of a child, and the procedures to be followed are clearly displayed. Most required documentation is in place and kept in an orderly fashion. For example, parents' contact details are at hand, if needed, and current policies and procedures are available for parents or staff to refer to. The manager and staff are able to talk through elements of identified risks and how children are supported in keeping themselves safe. However, the risk assessment record is not kept available for inspection, which is a breach of a specific legal requirement.

Staff have a sufficient understanding of the Early Years Foundations Stage framework. All staff have completed appropriate, childcare qualifications and recent training has been completed in food hygiene. Two members of staff hold first aid qualifications. This ensures that there is always a member of staff with first aid qualifications working with the children, as required. Staff work helpfully together to ensure the running of the session is smooth, while giving time to interact with children. The premises and resources for activities are set out to be welcoming to children when they arrive. The room mainly used by children is spacious with some wall space allocated for displays of their work. A further notice board, close to the entrance, displays useful information for staff and parents, including registration and insurance certificates. An indoor hall is used on most days for active play and an easily accessible, outdoor space is used in fine weather. Staff create a welcoming and inclusive environment. Activities are planned to encompass seasonal festivities from a range of cultures. This appropriately helps to promote children's understanding of respecting and valuing others.

Positive partnerships are developed with parents. They are informed of the club's policies and procedures and of what to expect from the club, when their children first start attending. Parents provide relevant information about their children's development to the children's key person. Suitable partnerships are also established with the other settings that children attend. Staff appropriately use the information received to support children's welfare and provide relaxing activities that complement the children's school day. There are some systems in place to monitor and evaluate the provision, such as completing a local authority, self-evaluation form. The manager has started to use the Ofsted self-evaluation tool to

reflect on the provision. Systems are not yet sufficiently robust to ensure that all gaps in provision are recognised. However, some appropriate areas have been identified for improvement and staff show a positive attitude to improving the provision.

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

Children play in a safe and secure environment, where they can rest and play. Staff set up a variety of activities ready for children's arrival and they enter the club calmly and quickly settle to play. The staff have a secure understanding of the Early Years Foundations Stage framework and are aware of the value of tracking children's progress. They observe children as they play and periodic assessments are recorded in a personal file. Some activities are planned each week. However, these are not always based on information gained from observing children or talking to them or their parents and other carers

Children appear happy and settled and they interact confidently with their peers. They concentrate as they build with construction blocks, demonstrating satisfaction with the model being built. They settle with others to play a board game, considering the rules and how to play. They talk with others about building paper planes and take it in turns to see how well these fly. Some adult-directed activities are offered. Children roll balls in paint and use the patterned paper that they make to create valentines cards and a display in the room. Children benefit from visits to the adjacent library to borrow books.

Children are seen to behave considerately. They know, and do, what is expected of them. They walk back from school in an orderly fashion and show that they know how to behave safely, as they cross roads. Positive guidelines for behaviour of both adults and children are displayed in the play room. Suitable behaviour management methods are employed by staff. These soundly promote children's self-esteem and positive behaviour. Children know that they line up to wash their hands before snack time. Staff encourage children to dry their hands thoroughly and clearly explain that this is to prevent their hands from getting sore.

Children have some opportunities to learn about the benefits of a healthy lifestyle. Staff model appropriate hygiene procedures by wiping tables before and after snack. Children enjoy a range of snacks, which regularly includes pieces of fruit, biscuits and teacakes. They also enjoy food activities that are linked to festivities, for example, eating noodles when it is the time of the Chinese New Year. Children offer to wash cups after their snack and tidy away the toys, making a positive contribution to the club. Children enjoy being physically active in the large hall. They cooperate as they play with a large parachute. They listen carefully to instructions and enjoy sitting on the middle and spinning, as others pull. These joint activities assist children in developing sound skills for the future.

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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 |
|--|-----|