

Kids Only

Inspection report for early years provision

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Inspector

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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

Kids Only is an established setting that was taken over by Cambridge Children's Play and Leisure Club Ltd in 2011. It operates from Lambs Lane Sports and Social Club in Cottenham, Cambridgeshire. Children have access to an outdoor play area. The club is open five days a week, during school term times from 7.30am to 9am for the breakfast club and 3pm to 6pm for the out of school club. Opening times for the holiday play scheme are 8am to 6pm during most school holidays.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is able to accept up to 38 children at any one time, of these, 30 can be in the early years age group. There are currently 77 children on roll, of which four are in the early years age group. Children mainly come from the local area.

The club employs six staff and of these, three have appropriate qualifications. One member of staff is working towards a National Vocational Qualification to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children say they enjoy coming to the club and show good levels of confidence. Staff have warm and friendly relationships with the children and support them well in their play. Robust recruitment procedures ensure that the staff working with the children are safe and suitable to do so. Children make satisfactory progress in their learning and development, although, systems for observation, assessment and planning are at an early stage. The provider has sufficient understanding of the priorities for improvement but has not implemented an effective system to evaluate and reflect on the quality of provision.

What steps need to be taken to improve provision further?

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

- develop children's observations and assessment further, in order to plan effectively for the next steps in children's learning; ensure parents have regular opportunities to contribute, sharing what they know about their child
- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review documentation, such as the policies and procedures to ensure information is accurate and reflects current requirements and/or legislation.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures ensure staff, who work with the children are safe and suitable to do so. Staff are suitably trained and know what action to take in the event of safeguarding issues. Written safeguarding procedures follow the local Safeguarding Children Board guidance. Contact numbers of the child protection agencies are displayed. Staff deploy themselves well and ensure that children are supervised, particularly in the outdoor area. Additional precautions, such as the use of high visibility jackets, means that children can be safely monitored as they play on the field. Daily checks of the premises ensure hazards are identified and minimised. Required documentation is in place, but some policies and procedures have not been personalised and updated to ensure that they reflect the needs of the provision.

Parents indicate they are satisfied with the service offered by the club. Parents comment positively on the daily verbal feedback from staff and the quality of the art and craft activities. Staff collect suitable information from parents to promote an inclusive service, such as any allergies or dietary needs. Information about snacks and planned activities is displayed, so that parents are aware of the general routines. Limited information is collected from parents specifically about children's learning and development, which hinders planning for next steps. Staff say they exchange feedback from school teachers as they collect and deliver the children. Some staff work in the school, which helps to promote continuity of care for the children. The owner is currently building further links with the head teacher to increase the setting's ability to share information effectively. Although, there are no children currently on roll with special educational needs and/or disabilities, there are appropriate systems in place to support them, such as a suitably qualified special educational needs coordinator.

The new owner demonstrates enthusiasm and commitment to future improvements, for example, appraisals are due to be implemented and the owner is working with the local authority advisors to audit staff skills and qualifications. This will enable the setting to target appropriate professional development. A mostly new staff team have worked hard to establish effective team working and develop their relationships with the children. Some changes have had a positive impact on the children, such as the introduction of free-flow indoor and outdoor play and the canteen style snack system. However, planning for the future lacks focus due to the absence of an effective system to evaluate and reflect on the quality of the provision. Generally, the setting is organised to enable children to develop their independence. The hall is shared by other users, so staff have to set up and tidy away all resources and equipment each day. Consequently, there is limited accessible storage, but staff are pro-active in setting out resources prior to children arriving. They respond positively to children's requests for additional equipment, such as different small construction sets or shovels for the snow.

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

Children show good levels of confidence and self-esteem and they say they enjoy their time in the setting. They play together well and their behaviour is good. Staff involve children in developing rules and boundaries. Children make it clear they find rudeness and bad language unacceptable and understand sharing is important. Staff know the children well and enjoy friendly relationships with them. Children approach staff confidently and involve them in their play, which shows that they feel safe and secure in their care. Routines are relaxed and informal. Children relax on warm rugs and talk with their friends or play active games outside according to their individual preferences.

Systems for observations and assessment are at an early stage and do not effectively identify what children enjoy and can do. This limits staffs' ability to plan for children's future learning. However, because staff know the children well, the activities provided on a daily basis offer sufficient challenge. Overall, children make satisfactory progress in their learning and development. Staff plan a range of adult-led craft activities each day. These are well resourced and children approach the activities with enthusiasm. On the day of the inspection, children thoroughly enjoyed using fabric pens on new white T-shirts to create their own designs. A broad range of mark making and collage materials enable children to be freely creative. For instance, older children write their own stories and younger children paint with metallic paints. A fair range of books are made available and some children take advantage of these, snuggling down with cushions and blankets to share the stories. There are no children on roll with English as an additional language, but staff are suitably aware of strategies that would help to support them, such as resources showing other languages. There are posters, books and dressing-up clothes to promote children's knowledge of other languages and lifestyles.

The outdoor area is freely available on a daily basis. Even on a cold and snowy evening, children were found to be outdoors frequently, enjoying making snowballs or building snow mounds. Staff support children's enthusiasm well, for example, providing hockey sticks as a substitute for requested shovels. In addition, they monitor children's health, checking to ensure they wear their coats, hats and gloves. A range of resources enables children to be active at other times, such as scooters, balance beams, bats and balls. Children benefit from a good range of healthy and nutritious snacks. Food is available through much of the session and children show good levels of independence as they prepare and serve food for themselves. Children explore new tastes and food from other cultures, such as, curries, rice and poppadums. This helps them learn about diversity and the world around them.

Hygiene in the setting is promoted well. Staff follow good hygiene routines, such as ensuring table coverings are clean. Children show a clear understanding of the importance of washing their hands prior to eating or after using the toilet. Children show they understand about keeping themselves safe as they put on their high visibility jackets before playing outside. They follow instructions well, for instance,

they walk from the school to the setting in an orderly and safe way.

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

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| 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

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|--|---|
| 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 | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 2 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| 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

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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