

Snitterfield Kidz Club

Inspection report for early years provision

Unique reference number

EY434663

Inspection date

16/02/2012

Inspector

Hazel White

Setting address

Snitterfield Primary School, School Road, Snitterfield,
STRATFORD-UPON-AVON, Warwickshire, CV37 0JL

Telephone number

01789731037

Email

reaps4@sky.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

Snitterfield Kidz Club is privately owned and managed. The setting has been registered on the compulsory and voluntary parts of the Childcare Register since 2009 and was registered on the Early Years Register in 2011. It operates from designated rooms within Snitterfield Primary School in Snitterfield, Warwickshire. The setting serves the local and surrounding area and has strong links with the school. The premises are accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday before and after school during school term times. Sessions are from 7.55am until 8.55am and 3.15pm until 6pm. A play scheme operates during school holidays from 8am until 6pm. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 36 children may attend at any one time, all of whom may be on the Early Years Register. There are currently 30 children on roll, 10 of whom are within the Early Years Foundation Stage.

The setting employs three members of childcare staff. All staff hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and enjoy their time at the setting. They engage in a wide range of activities which take account of their interests and learning needs. An inclusive and welcoming service is offered to all children. Successful partnerships with parents and teachers at the host school are established and children's individual needs are well supported. The setting demonstrates a strong capacity for improvement and is developing self-evaluation systems to monitor practice and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the use of observations and assessments to identify learning priorities for each child
- improve the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because all staff are aware of the possible signs and symptoms of abuse and have a clear understanding of child protection procedures. They know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, together with good guidelines for the induction of new staff. Children use premises that are safe and secure and they are supervised well at all times. Rigorous daily safety checks are completed and recorded and written risk assessments are conducted and cover all aspects of the indoor and outdoor environments. Staff routinely verify the identity of all visitors and have robust procedures in place for the safe arrival and collection of children. Policies and procedures are regularly reviewed and updated to ensure that they underpin current practice.

Staff are deployed to support the children's learning and welfare. Children use a stimulating range of resources, both indoors and outside in all weathers. They make good use of the school hall, the playing fields, the trim trail and the playground. Partnerships with parents are well established. The daily exchange of information ensures that children's changing needs are consistently met. Parents speak highly of the setting and comment that staff provide 'great resources' and that there is a 'lovely atmosphere with lots of creative play'. Displays are informative and all policies and procedures are available to parents in a well-organised file. The manager and staff fully understand the importance of working in partnership with others involved in the daily care of the children. The host school shares care plans for specific children and information about topics covered in the classrooms. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting, where all children are welcome.

Staff are enthusiastic, motivated and work well together as a team. They aim to serve the children with a homely, well-run out of school provision where their welfare and learning needs are met effectively. Children benefit from the care and attention of a high ratio of staff. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. In addition the group welcomes the support and guidance from the local authority. However, systems for self-evaluation are in the early stages of development and do not effectively monitor and evaluate the quality and standards of the setting. Staff recognise that this process requires further development to fully reflect the needs of the children and families that attend and ensure that improvements are ongoing.

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

Children are happy and very settled in a welcoming environment. Staff are friendly, caring and spend quality time interacting and supporting them as they play. They have a clear understanding of children's learning needs and involve children in

choosing interesting and varied play opportunities that balance the activities they have enjoyed at school. Planning includes the children's interests and there are options for free play. Staff ensure that all areas of learning are included and reflect the school curriculum. Children of all ages mix together happily and older children are very considerate of the needs of the younger ones when they are playing together. Consequently, children develop as independent, confident learners. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Staff observe and assess the children as they play and use the information gained to support children's individual needs and interests. However, their next steps in learning are not clearly identified, therefore children's progress towards the early learning goals may not be maximised.

Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. They are encouraged to initiate their own play and are fully aware of what equipment and resources are available. They play well independently and with their peers and show respect as they share and take turns. Children are aware of the needs of others and offer support to younger children during group activities. For example, when making cakes they help them to crack eggs into the bowl and weigh and measure flour and butter. Creative activities are plentiful and something that the children clearly enjoy. They build and paint structures from recycled materials and make cards for special occasions such as Valentines Day using glitter and sequins.

They have a clear understanding of diversity because staff encourage positive, open discussion about people's similarities and differences. They celebrate a wide variety of special days such as Waitangi day which is a New Zealand celebration. Children make the national flag, discussed Maori dress, colouring in pictures of the various costumes and traditional dress. They research the internet for information about the size of the country, language, currency and the capital. Children talk about the Chinese New Year whereby they learn about the animals in the zodiac and which one represents the year that they were born. They have a go at Chinese writing and discuss the red lucky money envelopes that are given at this time. They make dragons from egg boxes and origami rabbits.

Children enjoy being in the fresh air and thoroughly enjoy a range of physical play opportunities each day. They skilfully negotiate the trim trail equipment and make up their own games. For example, organising skipping, bean bag and relay races. They collectively decide on a name for their team such as '4 leaf clover' and 'fast and furious' and make cards for first, second and third place. Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded to tell a member of staff before they go to the toilet and to only play in the designated areas. Children also understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. Throughout the session children are well behaved, confident and develop positive self-esteem because staff give regular praise, encouragement and support. Children are aware of the setting's rules and often remind each other of the boundaries. Good hygiene procedures and practices ensure that children are kept free from infection. For example, hand washing routines are well established and help children develop good habits

effectively. The setting promotes healthy eating as children access a range of healthy snacks and fresh fruit at snack time and engage in discussion with staff about what foods are good for them. Drinking water is available to the children throughout the session, thereby ensuring they remain hydrated.

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	3
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
--	---

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	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

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
--	-----