

Cool Kids Out Of School Ltd

Inspection report for early years provision

Unique reference number

EY361468

Inspection date

22/02/2012

Inspector

June Oliver

Setting address

St Monica's Jubilee Room, Woodsend Road South, Flixton,
M41 6QB

Telephone number

0161 7482055

Email

catherine.roberts8@ntlworld.co

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

Cool Kids was re-registered in 2007 and was previously known as Kids Mix. It is run by Cool Kids Out of School Ltd. The club operates from the Jubilee room at St Monica's RC Church in a residential area of Flixton, Manchester. Children also have access to a secure enclosed outdoor play area at the adjoining school. The club serves children who attend St Monica's and various other local schools. The setting is open each week day from 7.45am to 9am and 3pm to 6pm, term time only.

A maximum of 32 children may attend the setting at any one time, all of whom may be within the early years age range. There are currently eight children attending who are aged five years and under. The setting also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs six staff, including the provider, and most hold an appropriate early years qualification. 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 and settled as they form positive relationships with the staff. They make good progress towards the early learning goals because activities are generally planned around their interests and needs. The effective balance of child-initiated and adult-led activities ensure all areas of learning are covered consistently. Strong partnerships with parents and the schools that children attend have been established and support children's learning well. The setting evaluates its practice and knows its strengths and weaknesses and is committed to improving outcomes for children. A range of policies and procedures are in place and mostly support practice and children's welfare effectively.

What steps need to be taken to improve provision further?

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

- ensure that confidentiality is maintained throughout the setting
- develop the use of assessment to plan the next steps in a child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as staff have attended training and have a good knowledge of local policies and procedures. The club has a good policy in place

and has contact numbers available should they have a concern about a child. There are good procedures in place to collect children from local schools to ensure their safety. Risk assessments are completed to ensure children play in a safe environment and to keep them safe when out and about. Staff have been suitably vetted to ensure they are safe to work with children. They are vigilant and supervise play well, ensuring children are confident to explore the activities. Attendance, medical, accident and incident records are maintained to ensure further protection. However, minor incident records are not always kept confidential, which means children are not fully safeguarded.

The resources are organised to allow children to self-select from the wide range available. This helps them to become independent learners and to make good progress towards the early learning goals. Staff readily adapt activities to enable all children to participate. For example, staff give clear instructions and support to younger children playing number bingo and supervise older children.

The setting effectively evaluates its practice using input from children, parents and staff. For example, using parental questionnaires and asking children what activities they would like to do. The setting has recently updated its policies and procedures to ensure they are in line with current legislation. Staff regularly evaluate activities to ensure they are of interest to children and are meeting their individual needs. For example, staff recently organised a balloon race and helped children to plot the location their balloon had reached on a map. Staff meetings ensure that information is cascaded to others and regular appraisals ensure that staff training needs are identified.

Good relationships with parents have been formed. Parents' references suggest they are happy with the wide range of activities offered and the good levels of communication. Staff collect information from parents at registration about children's dietary and medical needs and their starting points to enable their individual needs to be met. They chat with parents on a daily basis about what their children have done and display photographs in a book. Children's observations and next steps are shared with parents on a regular basis to ensure their support in learning and development. Purposeful relationships have been established with the schools that children attend with sharing of useful information. For example, newsletters from the main feeder school are shared and information about the children's school day is shared. Good use has been made of the local authority with support for practice.

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

Children feel secure because staff have formed good relationships with them. They know the routines of the setting and are confident to move around the room freely because staff have ensured it is safe. Children know what they can do and where they can go. For example, children know they can play on the games console and freely access the resources set out. Children learn to keep safe when they walk to

the adjoining school playground because the staff talk to them about road safety and supervise them well. They learn to use tools and equipment correctly as they use spoons to ice cakes and use bats and balls on the playground.

Children have good opportunities to play outside and develop their physical skills. They regularly use the school playground to run around playing football and use the play equipment to climb and jump. This ensures they know about the positive effects exercise has on their bodies and promotes their physical development. Children learn about healthy food choices as they enjoy crackers and cheese, toast, fruit, sandwiches and cereals. They always have access to drinks. Children know about hygienic routines as they readily wash their hands before sitting down for snack.

Children make good progress in their learning and development because staff plan activities which follow children's interests and individual learning objectives. Children play with a games console, construction, role play, dressing up, puzzles and arts and crafts resources. Staff observe children's play and use this information to assess learning, identify next steps and plan future activities. However, assessments are not always formalised so it is not clear if the activities offered always cover the areas of learning consistently or ensure the children's individual needs are promoted as well as they could be. Children learn good communication skills as they talk with staff and their friends. For example, they talk about their school day with staff and listen to their friends talk about their day. They learn to count correctly when scoring goals during the football game and calculate how many numbers they need when playing number bingo. Children learn about information technology using adequate resources, such as a games console. Children have opportunities to help in the setting by helping to tidy the toys away. This also promotes their skills for the future.

Children behave well in the setting because of the clear and consistent boundaries. Ground rules have been devised and discussed with children to ensure they all stay safe and can engage in all the activities. They play with each other and share the resources well. They choose to play alone, such as when playing with construction and choose to play with others, such as during the football game on the playground. Children receive praise for effort and achievement to show they are all valued. They learn about differences and diversity using books, puzzles, dressing up and role play. They learn about cultures and beliefs by celebrating festivals together.

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	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

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

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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