

Cool Kids Out Of School Ltd

Inspection report for early years provision

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Inspection date

20/02/2012

Inspector

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Setting address

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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

Cool kids Out of school Club Limited was registered in 2007 and is one of two provision within the group. It operates from the school hall of St Michaels Primary School in the Flixton area of Manchester. The group serves the local community and is accessible to all children. There is a fully enclosed area at the side of the building available for outdoor play. The provision is open Monday to Friday from 3.30pm to 6pm, during term time only.

A maximum of 32 children may attend the provision at any one time. The provision also offers care to children aged over eight years. There are currently eight children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They presently employ four members of childcare staff, of these, two hold appropriate early years qualifications at level 3 or above and one at level 2. The provision receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the after school club, as staff are welcoming to children and their families. Good systems are in place to ensure children are safe both in and out of the premises and that their welfare is safeguarded. Staff provide a broad range of experiences that contribute to individual children's learning and development. Very good relationships with parents ensure that staff are meeting the needs of all children they are caring for. Staff promote inclusive practice well, ensuring that children are free from discrimination and feel valued. The management team evaluate and reflect on practice.

What steps need to be taken to improve provision further?

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

- update policies and procedures inline with the Welfare Requirement
- practice a fire drill more regularly, at least once a term
- develop observations and assessments to show how children are developing through the six areas of learning.

The effectiveness of leadership and management of the early years provision

The manager and staff have a secure understanding of child protection procedures and know how to make referrals, which is supported by a comprehensive range of policies, procedures and literature. All staff have accessed training on safeguarding. The service has ensured all staff working on the premises are vetted

and suitable to work with children. A wide range of policies and procedures are in place. However, there is currently no designated staff responsible for child protection, children with special educational needs and/or disabilities and managing behaviour. There are good records of risk assessments in place for the provision and outings to ensure any potential hazards are promptly identified and minimised. Although fire drills are practiced and recorded, they are not carried out regularly. All required records are in place to ensure children are well cared for. Management and staff effectively use the space available to ensure children have access to all six areas of learning in both the inside and outdoor play areas.

The provision is committed to the continuing development of the setting through continuous evaluation. All recommendations and actions raised have been addressed. Planning and assessment systems to ensure children are appropriately assisted and challenged to progress. The manager and staff have developed systems to ensure observations and assessments are linked to planning and successfully record the achievements made by the children whilst in the group. However, these are not linked currently to the areas of learning.

Partnership with parents is good. Parents arrive at the group relaxed and talk confidently with staff about a range of issues. Staff communicate with parents at the end of each session, informing them about their child's day. This is further supported by a regular newsletter. This ensures they become involved with their children's learning and development. The setting has particularly effective links with the local school which the majority of children attend. Staff make time to ensure that topics are carried through from school to the group. They liaise with teachers within the early years department regarding progress and common goals for children, to ensure continuity and cohesion.

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

Staff have a very sound awareness of how to provide a relaxed and enjoyable environment for children who have been at school all day. Emphasis is placed on providing a range of interesting experiences, based on the needs and interests of children. Staff plan activities and themes in advance, although, these are flexible and are changed as required. They are beginning to link the areas of learning and incorporate children's interests within the planning. Staff complete written observations and assessments. These show children's achievements and identify next steps. However, they are not linked to the six areas of learning.

Children enjoy their time at the setting. They are happy when they arrive and select from activities that are on offer. Children are keen to seek out staff and initiate conversations about their day at school. Staff take time to listen and engage them in conversations about topics that interest them. This helps them feel valued and boosts their self-esteem. Children are very confident and relaxed with staff and have developed trusting relationships with them, helping them feel safe.

Children enjoy a broad range of activities, such as, games, drawing, construction

toys, role play and various art and craft sessions. Children enjoy outdoors play as they choose ball games to play with the staff. Staff give appropriate support and encourage children to share and take their turn. Children sit happily and chat to each other and staff as they make their own pictures. Children have good opportunities to socialise with one another. They choose to sit together at snack time, discuss topics that interest them and seek each other out to enhance their play. Staff encourage children to play games together to promote sharing and encourage them to help each other out. Older children help and support the youngest children in the group. Staff apply consistent boundaries to help children learn to behave responsibly and develop respect for one another. Consequently, children have a clear understanding of right and wrong and the consequences of their actions. They talk about how others feel and about the emotions associated with certain behaviours.

Children follow consistent routines for hand washing and help staff clear away tables after their snack. They access tissues easily and help themselves to drinks throughout the session. They make choices from an appropriate range of healthy snacks, which they sometimes help to prepare. This contributes to children's understanding of healthy lifestyles. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. Staff also provide opportunities for children to take measured risks. For example, as they learn to use the climbing wall. They are supported by staff to use all equipment safely.

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