

# Creative kidz-Swanmore

Inspection report for early years provision

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**Unique reference number**

EY430230

**Inspection date**

06/12/2011

**Inspector**

Amanda Sheddon

**Setting address**

Swanmore C of E School, Church Road, Swanmore,  
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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**

Creative Kidz-Swanmore registered in 2011 and operates from the music room and an adjacent cloakroom area at Swanmore Primary School in Swanmore, Hampshire. There is a breakfast club which operates from 7.45am to 8.45am. The after school club is open from 3.30pm to 6.00pm each weekday during term time.

A maximum of 24 children may attend the setting at any one time. There are currently three children on roll who are in the early years age range. Care is also available for children over five years to 11 years. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy themselves at the after school club and they are making satisfactory progress. However, their individual interests and learning needs are not catered for at all times and they do not have daily access to outdoor play. Staff liaise effectively with the teachers about children's welfare but this has not been fully developed to include discussions about their interests and developmental needs. This is a fully inclusive setting where children are all encouraged to participate in the activities on offer. Staff and children evaluate the setting regularly and identify any areas for development in order to improve the club.

## **What steps need to be taken to improve provision further?**

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

- provide personalised learning and care for all children, with particular regard to reviewing the organisation of time and resources
- continue to develop partnership with other carers to ensure good sharing of information to meet the individual needs of children.
- ensure that children have opportunities to be outside on a daily basis all year round.

## **The effectiveness of leadership and management of the early years provision**

Staff take effective steps to safeguard the children's welfare. Effective systems have been established to help ensure the suitability of all adults looking after children. Staff have a good understanding of child protection issues and have attended relevant training to help safeguard children's welfare. Thorough risk

assessments had been established for all areas used by the children to help maintain a safe and secure environment. All staff are qualified in first aid, to enable them to deal appropriately with any minor accidents the children may have.

The children have the use of the music room and the adjacent playground but the organisation of the session limits children's opportunities to play outside each day. The club provides resources that the children enjoy using, including craft materials. Any requests from children for additional resources are quickly met. Staff know about children's backgrounds and interests. This helps them to meet their needs successfully. They are able to identify possible concerns about children's development.

Each month there is a 'council meeting' with the children to evaluate what they have enjoyed and to discuss areas of improvement they would like to see and how it would benefit the group. This is then discussed between the staff and senior management and plans are made that reflect the children's ideas for continuous improvement.

Partnerships with other providers of the Early Years Foundation Stage are limited. When children are collected from their classes some information is exchanged with teachers about their care. However, they do not share information about the children's current learning or interests to extend their play and learning opportunities. Parents are happy with the care their children receive and state that their children enjoy their time there. The club provides parents with good quality information about the policies and procedures when their child starts. Information about children is exchanged on a daily basis.

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

Children feel safe and comfortable within the environment. They know the routines of the session and the rules of the club. They settle quickly as they choose what they want to do. Staff find out about each child's likes and dislikes and this enables them to plan activities the children will enjoy. Activities are planned methodically each week, with an emphasis on physical and creative sessions. Staff invite each child to take part in the focused activity. They make occasional observations of children but their systems for gathering information to assess how each child is progressing against the early learning goals are still at an early stage.

During the first half of the session there is a good balance between adult-led and child-initiated activities. The second half of the session is adult-led and they play group games which some of the children thoroughly enjoy. However, it does not suit all the children and as all the resources have been put away their choices are limited. This does not support the care and learning needs of each child.

Children are learning about healthy lifestyles. They freely access the toilet facilities and see to their own personal needs, with staff available if support is needed. They know they must wash their hands before eating or after using the toilet to prevent

cross infection. They enjoy the healthy choice of snacks available and they independently choose from a range of spreads to put on their crackers or bread. They enjoy the interaction with staff, their friends and their siblings as they sit and eat together. Documentation is in place which informs staff of any health or dietary issues children may have. Appropriate records are kept of accidents or any medication given to support the children's welfare.

Children behave extremely well because they happily engage in their own play in the first half of the session. They receive praise and recognition as they take part in activities and staff are positive role models. Good strategies are in place to promote positive behaviour such as the 'star of the month' award. Children are happy and contented. Everyone is responsible for tidying up after themselves, in line with the club's rules, and to support each other. All these experiences help to prepare the children 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	2
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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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