

Kidswatch

Inspection report for early years provision

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Inspector

Jennie Lenton

Setting address

Sneyd Green Cp School, Sneyd Street, STOKE-ON-TRENT,
ST6 2NS

Telephone number

01782 264495

Email

vikkiarmstrong@btconnect.com

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

Kidswatch before and after school club re-registered in 2011. It operates from a separate building on the grounds of Sneyd Green Primary School in Stoke-On-Trent, Staffordshire. Children have access to a large enclosed outdoor play area. Kidswatch opens each weekday from 7.30am to 9.15am and from 3.15pm to 6.pm during term time. A holiday club operates from 7.30am to 6.pm in the school holidays.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the club at any one time. Currently there are 85 children on roll, of whom 15 are in the early years age range. Children attend on a part-time basis.

Most of the staff are qualified to level 3, with one member of staff training to become a primary school teacher and the manager working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are brimming with enthusiasm and confidence in this setting where they feel valued and respected. They show a strong sense of ownership as they are actively involved in the way the club is run. Staff work alongside them to ensure they are safe and secure at all times. Their learning and development needs are precisely met as staff are aware of each child's individual level of attainment and how to challenge them to meet their potential. All staff are enthusiastic and dedicated, ensuring that the setting is continually developing and improving outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the records for evacuation drills to ensure all children have had the opportunity to partake in a practice
- ensuring that individual records for committee members are easily accessible and include information about recruitment, training and qualifications.

The effectiveness of leadership and management of the early years provision

All staff are fully aware of their role and responsibility in relation to safeguarding and the setting ensures that children's safety is given the highest priority. A number of staff have accessed specialised training in this area and noticeboards around the setting ensure that safeguarding is kept at the forefront of practice. A comprehensive written policy is in place which includes all relevant details to ensure prompt referral to relevant agencies if required. Meticulous risk assessments are also in place to protect children throughout the setting or as they go on outings. Children also learn about how to keep themselves safe as they learn about road safety through games on the playground or on outings. Additionally, regular evacuation drills are practised to ensure they know how to respond promptly in an emergency. The recording of these shows they are regularly completed although this could be improved to show how the planning of drills incorporates children who attend infrequently on a part-time basis.

There is a fantastic level of commitment at the setting, with all staff being dedicated in their roles. They are effectively led by a strong management team who have successfully embedded drive and ambition. There is a positive atmosphere at the setting and a genuine desire to move the setting forward. Successful self-evaluation has enabled managers to identify areas for future improvement and the keen and enthusiastic staff ensure that these priorities are promptly addressed. For instance, re-designing the outside area to provide a safer play area for younger children. Staff development is also expertly promoted through regular feedback and observations by management. This encourages professional dialogue and develops the extensive skillbase of the staff. Children benefit as new ideas and techniques are used to enhance their experiences.

All policies and procedures are in place as required although details on the committee members are not easily accessible. Nevertheless, all written paperwork is of an exemplary standard and all policies are frequently reviewed which ensures that the information provided is always in line with current legislation. Staff know and understand how to implement all policies so that high quality care is consistently provided. For instance, the comprehensive equal opportunities policy is followed to the letter to ensure each child's unique needs and requirements are precisely met. Key information is collected from parents when children commence a placement. Consents to undertake visits and for photographs to be taken are requested. This ensures children's care is in accordance with parental wishes.

Parents and other carers are warmly welcomed into the setting and positive relationships have been forged. Parents discuss their children on a daily basis and are kept informed of any changes or concerns. For example, parents are informed of any accidents that occur and sign the accident record to confirm that they are aware of any treatment their child has received. Parental views are frequently collated through questionnaires. These indicate that parents rate the care provided as 'excellent' and the only problem they experience is getting their child to leave at the end of the session because they are 'having so much fun'. Children are also encouraged to express their views and take an active role in the development of

the setting. They report that 'it is cool and fun' and that they enjoy the craft activities and opportunities to play sports such as football.

Relevant information regarding any allergies or cultural requirements is collated and appropriately responded to. Any special need is fully discussed and outside support obtained as required. For example, staff go above and beyond the norm to obtain additional resources to support children with identified needs and ensure that they are able to fully partake of group activities. Where children attend other settings or reception classes, links are made with other carers and staff successfully work with them to ensure continuity of care.

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

Children enjoy their time in this highly stimulating and welcoming environment. They are eager and enthusiastic about entering the setting and are fruitfully engaged throughout their time there. They enjoy the freedom to choose whatever they want to play with as the setting is well designed to provide a wide variety of activities for all ages and stages of development. Staff know each child very well indeed and are able to offer appropriate help and guidance to extend their learning and skills. Their expert knowledge of the Early Years Foundation Stage enables them to provide appropriate activities to progress children's development through the many play experiences. Relationships are excellent between adults and children alike, and it is evident they both enjoy each other's company. Children of all ages play together extremely well and older children enjoy playing with the younger ones; organising active songs such as 'the farmer wants a wife'. Children are confident, independent, caring and responsive. They take it in turns to carry trays of snack bowls to the serving table for everyone to help themselves and show pride in taking on such responsibility. They are confident and chatty, illustrating a real sense of belonging. Their self-esteem is flourishing as they feel valued and respected by the staff who continually show them genuine warmth and positive regard.

Staff assess the interests and abilities of children in the early years age group and use these observations to inform future planning. Activities cover all areas of learning and children gain knowledge and information through the exciting activities and the many discussions and conversations with members of staff. Learning through play is the ethos promoted by the group. For example, children thoroughly enjoy riding the bikes and scooters round the obstacle course, while at the same time promoting all aspects of their physical development, hand eye coordination and balance. Group activities promote team work and social skills as they work together to keep balls in the centre of the large parachute, laughing and giggling as the balls roll to the edge and are quickly thrown back into the centre to keep the game going. Children show curiosity and ask lots of questions about how things work. They watch the grass seed grow in the shallow trays and calculate how many times it needed cutting in a week. Children's art work and photographs are displayed around the rooms, boosting their self-esteem and confidence. A wide range of innovative resources stimulate children's imaginations into creating impressive individualised art work. Staff encourage children to think for themselves

and are happy to provide whatever resources might be needed for their chosen activity.

Health and well-being are effectively promoted to a superior level as children enjoy free flow to the two outdoor play areas. Here they enjoy the fresh air and freedom to move around, playing on the superb climbing equipment or engaging the staff in games of football and other sports. Excellent hygiene standards are followed as children wash their hands at appropriate times and dispose of used tissues. Children can rest or relax at any time on comfortable furniture in the quiet corner and a selection of age appropriate books and magazines are accessible. Staff also use equipment such as the white board to make stories interactive, thereby holding children's attention and making story time extremely engaging. Healthy snacks are provided at each session and children provide their own packed lunches during the holidays. All children are valued and engage in a wide variety of activities and experiences which help them to understand and value diversity. Children behave extremely well and show a growing maturity and awareness of how their actions impact on others as staff encourage them to be independent and thoughtful towards others. As a result of this, children are developing excellent interpersonal skills and are becoming confident young people. The fantastic opportunities and responsive staff at this exemplary setting ensures that all children are supported in meeting their full potential and are guaranteed fun and enjoyment during their time in their care.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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