

Creative Kidz

Inspection report for early years provision

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Inspector

Margaret Faull

Setting address

Hamble CP School, Hamble Lane, Hamble, Southampton,
Hampshire, SO31 4ND

Telephone number

02380 453298

Email

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 operates from the dining hall at Hamble County Primary School, Hamble, Hampshire. First registered in 2004, it is one of 5 centres managed by the provider. A maximum of 32 children may attend each session. The setting is open from 7.45am to 8.45am and from 3.20pm to 6pm, term time only. A large adjacent playground is available for outside play. There are currently 49 children aged four to 11 on roll, of whom seven are under five. There are no children in receipt of funding. Children come from the Hamble Primary school. The after school care owner employs three members of staff, of these one has completed level 3 diplomas and one has completed level 2 diplomas. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, confident and well cared for at the very welcoming and inclusive club. They enjoy spending their time with the enthusiastic staff who skillfully plan and provide a wide array of activities. Each child is highly valued and respected as an individual, with their continuing learning and development needs ably supported to fully complement the progress they are making at school. Leadership and management, including the capacity for sustained improvement, are outstanding.

What steps need to be taken to improve provision further?

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

- build on the good relationship established with the school to further develop and share expertise.

The effectiveness of leadership and management of the early years provision

There is a very strong focus on safeguarding. Many systems contribute to this. For example, all staff hold a clear criminal records bureau check, visitors and volunteers are never left unsupervised with children. Staff demonstrate confidence with regards to reporting concerns of possible abuse and the club has extensive risk assessments in place. Children participate in the risk assessments as much as possible. For example, they talk about the risks of an outside play activity which involves balancing and climbing. The excellent leadership skills and high aspirations of the manager and supervisor play a key role in ensuring that staff practice is of high quality. This in turn ensures the best possible outcomes for children. A very

stimulating and enabling environment is available for the children, with excellent emphasis on indoor and outdoor play, covering all learning areas. The adults take time before the club opens to set up a rich, inviting and fun play space. It enables children to enjoy their leisure time after school, with a high emphasis on independent choice and building positive relationships with others.

Very robust systems are in place to ensure staff are aware of children's home backgrounds and know their care and play needs. Parents speak and write knowingly and glowingly of the setting. They find the staff friendly, communicative, and professional. They say that children are reluctant to leave the club at the end of their day because of the exciting the craft activities on offer. Relationships with the school are very good, ensuring effective continuity of care and progression in learning by the sharing of relevant information and information on observational assessment. Building on this further to share and develop expertise is a key objective in order to improve provision even further. The manager and staff work as an exceedingly effective, cohesive team. The high standards set are embedded across all areas of practice.

The play practitioners are highly committed individuals who evaluate all their practices to ensure they meet children's individual needs to the best of their ability. This includes an Ofsted self-evaluation form to which all staff contribute. There is a strong commitment to equality and diversity which is threaded through all the practice that takes place at the club. The manager ensures that positive images of all people in society are seen in books in the book corner, on posters and creative materials. In addition, the dressing up area includes multi-cultural clothes.

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

All children show a strong sense of security and feeling of being safe within the club and are ably supported by its excellent practices. Children safely use a range of tools and equipment within the setting, such as scissors and modelling tools. They have an extremely confident understanding of how they keep themselves safe and make a contribution to the smooth running of the club by being involved, for example, in the daily risk assessments. The quality of adult interaction and exemplary organisation of the club helps children gain an exceptionally strong sense of well-being. Children develop an excellent awareness of the importance of a healthy lifestyle. The provision of a healthy and nutritious breakfast and afternoon snacks support this.

The extensive range of outdoor equipment effectively supports children's ongoing physical development. They benefit widely from using the different areas of the school grounds. All children are fully aware of the need to follow good personal hygiene routines. They have a strong sense of belonging and develop independence when making decisions about their play. They are extremely confident, settle well and develop excellent relationships with adults and their peers. Children play well independently and with their peers, showing excellent negotiation and co-operation skills. All children are valued and engage in a wide range of activities and experiences, which include those that help them to value diversity. Their behaviour is outstanding.

Children are well supported in developing skills for the future; for example solving

problems such as what to do about modelling materials that have become too hard. The excellent relationship with the school ensures each child's continuing learning needs are recognised and assessed. Each child's key person is fully aware of children's likes and dislikes, using their interests to ensure they have a fulfilling time at the club and their learning at school is complemented well. Regular observations are assessed against the Early Years Foundation Stage framework to ensure children continue to make progress. Staff discuss any noted achievement gaps with parents and the school to enable continuity of care and learning. Each child's record file is shared with the parents, who are encouraged to contribute or make comments. The club's encouragement for children's physical and creative development is outstanding, with extensive materials and resources made available. The staff encourage children and offer suggestions if needed but generally the children themselves show a great wish to explore and decide for themselves.

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

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| 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

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| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| 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

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| 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

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| 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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