

Little Oaks Cool Kids Club

Inspection report for early years provision

Unique reference number	EY270980
Inspection date	20/03/2012
Inspector	Janice Walker

Setting address	Larkfields Infant School, Coronation Road, Nuthall, Nottingham, Nottinghamshire, NG16 1EP
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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

Little Oaks Cool Kids Club became registered in 2003. It is privately owned and operates from a modular building in the grounds of Larkfields Infants School in Nuthall, Nottinghamshire. There is ramped access to the club. The facilities are self-contained with toilet and kitchen facilities included. There are three rooms for children to access; the use of rooms is flexible and organised depending on the needs of the children who attend. Outdoor play is provided on the school playing fields. Before & after school provision is provided for children who attend Larkfields school. The holiday club serves families from the local community.

The club is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. Children are accepted from the age at which they enter full-time school until the end of their primary education. A maximum of 40 children may attend at any one time, all of whom may be in the early years age range. There are currently 40 children attending in total, eight of whom are within the early years age range. The club operates Monday to Friday during school term times. Opening times are from 7.50am to 8.45am as a breakfast club and 3.15 to 6pm for after school care. During school holidays, opening times are from 7.50am to 6pm. Children are able to attend for a variety of sessions each week depending on the individual requirements of each family.

There are eight staff employed to work with the children, seven of whom hold an appropriate early years qualification. The owner has Early Years Professional Status. The facility is a member of the National Day Nurseries Association (NDNA) and 4 Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Little Oaks Kids Club offers an inclusive service and everyone, including those with special educational needs and/or disabilities, is made to feel welcome. Children are effectively safeguarded although documentation to reflect this is not all in place. Children enjoy a wide range of play opportunities, both indoors and outside, and they are happy and settled. Partnerships are not yet fully secure in ensuring continuity and coherence in children's learning. The setting has responded positively to recommendations from the last inspection and systems for identifying strengths and areas for improvement in the provision help in monitoring the quality of the service provided for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records are kept of the information that

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has been used to assess suitability in order to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of Criminal Records Bureau Disclosures obtained and the date on which they were obtained (Suitable People)

- ensure that each child in the early years age range is assigned a key person (Organisation)

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

- improve the partnerships with others delivering the Early Years Foundation Stage where the care of children is shared in order to ensure that what is provided complements the education and care each child receives in these other settings.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding are generally sound. There are generally good recruitment and vetting procedures in place to ensure all staff are suitable to work with children. However, records of the information used to assess suitability of some long-standing staff members, including information relating to their Criminal Record Bureau (CRB) disclosures were not available at inspection and this is a specific legal requirement. Additionally, the provider failed to notify Ofsted of a change to the person who is managing the early years' provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. There are clear policies and procedures to monitor children's safety on a daily basis. For example; staff undertake routine checks to ensure the environment is safe, clear registration systems ensure all those expected are present, the premises are secure and children regularly practise the emergency evacuation procedures. Required policies and procedures are in place and contain sufficient detail to support staff in promoting children's well-being.

Staff are deployed effectively to ensure that the requirements regarding ratios and qualifications are met. However, children have not been assigned a key person to take lead responsibility for ensuring that their individual needs are met. This is a specific legal requirement. Relevant staff attend appropriate training and actively seek support and advice from specialist support agencies to provide children with special educational needs and/or disabilities with an appropriate level of care. The environment is light, bright and warmly welcoming. Resources throughout are suitable and easily accessible and children are able to freely move around and make their own decisions regarding their play. Weather permitting; children have regular access to the outdoor area.

The setting has acted on all the recommendations made at the last inspection which supports ongoing improvement. Senior members of staff undertake a self-evaluation process which identifies strengths and most areas for further

development and appropriate action is taken to address these. For example, some internal alterations and senior staff's continual review of use of space mean that the care of the older children does not have a detrimental impact on the younger children.

Staff develop warm relationships with parents and carers who speak positively about the friendliness and approachability of the staff team and positive relationships they have with their children. Systems for sharing information with the host school and other schools children attend ensure that all are aware of immediate health needs or causes for concern. However, procedures for sharing information to ensure that there is continuity and coherence relating to individual children's care and education are not embedded in practice which impacts on the progress children make within the setting in their learning and development.

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

Children are happy and enter the club chattering animatedly to their friends. Staff create a welcoming environment. They are caring, kind and supportive and have good relationships with the children. Space is organised so that the younger children are cared for in a smaller group so as to be less intimidating. These children are mainly based in two rooms, the large room is used as the main play room and a smaller room is available for quieter activities and space to relax. Children's sense of belonging is promoted well. There is a homely feel to the setting and children's pictures decorate the walls helping to make them feel a valued member of the club. They take on responsibilities such as setting the table for tea or handing out snacks, with evident pleasure.

Children develop good levels of self-confidence as they independently move between activities. Some children opt to play with resources that have been set out by staff, others confidently make their own selections from suitably stocked low-level accessible storage units and settle happily to play. They confidently make their wishes known, many ask to play outdoors but those wishing to stay indoors are able to do so. Children clearly enjoy engaging in activities together as there is much chatter, laughing and interaction during their play. They take turns and share equipment well. Indoors, children engage with chosen art and craft activities, demonstrating good pencil control as they freely draw and colour their own creations. A good range of art and craft materials support this. Staff gather information from the school about current themes and sometimes provide activities which support this. However, children's progress towards the early learning goals is not assessed because information about individual children's learning and development is not routinely shared with the schools that they also attend.

Interaction between children and staff is good and children feel safe because staff are warm and sensitive to their needs. They are suitably behaved; they have contributed to the rules for the club and point these out to demonstrate why this is. Children access a good range of toys and other resources that promote positive images of the diversity of their world. The development of children's healthy

lifestyles is good. They are provided with a substantial snack on arrival and know to wash their hands before they eat. Additional food such as toast is provided on request. Drinks are available at all times to prevent dehydration. Several staff have undertaken food hygiene training. The club benefits from the extensive outdoor school play ground and fields. There are good opportunities for outdoor activities such as running, skipping and jumping as well as ball games and ride-on toys to promote their physical development. They particularly enjoy tennis sessions, with staff providing guidance and support to develop the skills to hold a racquet and hit the ball over the net. Children engage in this activity with enthusiasm, patiently waiting for their turn and then concentrating well in controlling their movements.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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

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