

The Village Kids Club @ Witham St Hughs

Inspection report for early years provision

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Inspection date	12/03/2012
Inspector	Sue Riley
Setting address	Witham St Hughs Primary School, off Warren Lane, Muntjac Way, Witham St Hughs, Lincoln, Lincolnshire, LN6 9WF
Telephone number	07986 225701
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

The Village Kids Club at Witham St. Hugh's was registered in 2006. The club is one of five out of school clubs and one pre-school that the owner is responsible for. This club is situated in the school at Witham St. Hugh's and has the use of the large hall and an additional classroom, if needed. All children share access to a secure enclosed outdoor play area.

A maximum of 32 children aged three to eight years may attend the setting at any one time. There are currently 100 children on role, of which, eight children are within the Early Years Foundation Stage. The provision also offers care to children aged up to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Children come from the local area and during term time attend the school. For the holiday club provision children attend from other local schools.

The club is open each weekday from 7.45am to 9am and 3.30pm to 6pm during school term times. During the holidays the club is open from 8am to 5.30pm each weekday. The club is closed for Christmas week and all main bank holidays.

The club employs five core members of staff who all hold appropriate early years qualifications. They also have a number of supply staff. The manager is a qualified teacher. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the club and receive good levels of care because the experienced staff work closely with individual children, their families and the school. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play. They promote all aspects of children's welfare and safety successfully. Good partnerships between parents, staff and other agencies ensure individual children's needs are met. Successful steps are starting to be taken to self-evaluate the provision for children and the club demonstrates a suitable capacity to make continuous improvement and continue to develop its high standards.

What steps need to be taken to improve provision further?

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

- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of safeguarding procedures and know how and when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the qualified well established staff team keep the premises secure and supervise children at all times. The club has robust recruitment procedures in place. New staff are mentored and go through a thorough staff induction process. Detailed risk assessments are carried out to provide a safe environment for children to play and learn in. The formal self-evaluation process has only just been started but staff evaluate daily the activities and children's participation. The staff update policies and procedures appropriately. Children's well-being is enhanced due to the good organisation of this setting. This is due to the owner and manager, and them valuing and respecting the whole staff team. Morale is high and all staff take responsibility for what they do within the club.

The good liaison with parents and carers, and school staff contributes to improvements in children's achievement, well-being and development. Staff place value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and detailed forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. They also come to 'stay and play' sessions to help their child settle and become familiar with the staff, setting and its routines. The club regularly asks parents for their views and ensures that these are used to inform important decisions about the provision. Parents speak very highly of the very detailed individual learning journeys for their children.

The club has developed effective working partnerships with the school and meet termly to discuss children's achievements and next steps which ensures that children achieve very well. All staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. The provision for children with learning difficulties and/or disabilities is good and the staff have good relationships with the professional agencies that support the families and children. Resources are good, fit for purpose and support children in their development. Staff make the most of diversity to help children understand the society they live in. The children have chosen the current theme of 'Olympics' so they are learning about a different country each week which helps them to understand the world in which they live in.

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

Children make very good progress towards the early learning goals. Staff provide a wide range of activities that take into account children's individual learning needs. They provide a well-balanced session that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. The concentration and enthusiasm by the children is lovely, for example, they get very excited as they take part in a large group activity outside with the parachute in their play. They listen very well to the instructions given by the staff member. Staff plan what to have out with care and take account of each child's interests and learning needs. They observe children during their play and use this information to monitor progress and plan for future learning. The assessment of children's progress is monitored closely and clearly demonstrates that children are developing well. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with interest. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all.

Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future success. All children behave well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children are aware of the tidy up routine and eagerly help with the tidying away of the activities. They have lovely warm relationships with the staff and have lots of fun with them. Children willingly approach the staff as and when needed, demonstrating that they feel safe. The emotional wellbeing of children is good, they are thriving due to their physical and emotional needs being met by the staff. They gain a real sense of belonging to the group, as their names are used to self-register themselves in the club at the start of the session. Children play lovely together and have definite friendship groups in place. They help and support each other whilst playing and are very caring towards each other. Children learn about keeping themselves safe through the discussions and activities provided. Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the session. Healthy snacks are provided and water is readily available at all times. Children's independence is promoted at all times.

Children use and develop their small muscles and hand-eye control in all that they do. Outside they gain a sense of achievement as they balance when walking on the stilts. All children are starting to develop their awareness of diversity through activities and resources. Children access a wide range of resources to help them positively explore and value differences and similarities in the wider world. They have recently designed their own Chinese writing. They learn number order through printing with numbers. When playing with the dolls house they work cooperatively with their peers and act out life situations. Children take pride in their home made 'Mother's Day' cards.

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	1

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	1
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

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