

# Ecclesall Kids Club (infant)

Inspection report for early years provision

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<b>Unique reference number</b>	300856
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<b>Inspector</b>	Laura Hoyland

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<b>Type of setting</b>	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**

Ecclesall Kids Club (infant) was registered in 1998. The club is run by a voluntary management committee and receives support from the Out of Schools Network. It operates from a separate building within the grounds of Ecclesall Infants School in a suburb of Sheffield. The setting has the use of two main rooms with additional toilet facilities. There is a fully enclosed grassed area available for outdoor play.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting serves the local and wider area and is registered for 35 children between the ages of four and eight years. There are currently 28 children on roll in the early years age range who attend for various sessions. The setting is open from Monday to Friday from 7.45am to 8.55am and from 3.10pm to 5.45pm during term time and 8.30am to 5.45pm in the school holidays.

The setting employs seven members of staff, of whom two have relevant childcare qualifications to level 3 and two members of staff hold relevant level 2 qualifications.

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

Overall the quality of the provision is good.

Staff provide a warm and welcoming environment where children's individuality is respected. Children are eager to attend the setting and engage in a wide variety of activities and learning opportunities. Overall, children make good progress in all six areas of learning. Self-evaluation is a high priority for the staff who effectively evaluate the setting and set realistic targets for improvement. Positive relationships have been formed with parents, carers and other providers.

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

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

- link observations to areas of learning as children move towards the early learning goals.

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

All staff have comprehensive knowledge about safeguarding issues and a high level of commitment to promoting children's safety. For example, all staff have attended safeguarding training and are aware of the procedures to follow in the event of a safeguarding concern. Staff regularly attend training courses, including safeguarding and paediatric first aid to ensure their knowledge and understanding

are consistently updated. All staff have Criminal Records Bureau checks and are suitable to work with children. The setting has detailed risk assessments and those for outings are also comprehensively conducted, this means children are always kept safe.

Staff have good knowledge and understanding of the Early Years Foundation Stage and use this to support children's learning. The environment is well organised and accessible to all children. This means they are developing confidence and self-esteem as they independently choose the activities they would like to take part in. Staff manage their time well and are deployed effectively to meet all children's individual needs and wishes.

Staff are aware of the setting's strengths and most areas of weaknesses. They are able to prioritise aspects of the provision to ensure that there is continuous improvement. Previous recommendations have been addressed promptly and effectively to ensure children's welfare needs are met. For example, all snacks provided are healthy and nutritious and staff support the children's knowledge and understanding of healthy eating.

Staff have formed positive relationships with all parents and carers. They share information regarding children's welfare, learning and development on a daily basis. The parents are fully involved in making key decisions in the setting. For example, a voluntary management committee runs the club and parents are encouraged to complete regular questionnaires to suggest improvements. Information regarding children's learning and development is also shared with the school as staff verbally communicate with teachers on a daily basis. This means that parents, carers and other practitioners are all involved in supporting children's learning and development.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff move furniture to ensure the environment is suitable for children to role play being superheroes. Staff have good knowledge of each child's background and needs and discuss these with parents which means children's welfare requirements and parental wishes are well met.

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

Children are settled and eager to explore the activities and their surroundings. They do this independently by self-selecting resources and asking to take part in activities. For example, children ask for colouring pencils, paper and staples to create their own storybooks. This shows they are developing their communication, language and literacy skills. Children can freely access both the indoor and outdoor environment as they choose. They tell staff they are going outside and a well-deployed staff team closely supervises them, this demonstrates that children are starting to understand how to keep themselves safe. Staff understand children's individual needs and respond to these appropriately. This ensures children feel safe and secure.

Children follow good hygiene procedures by washing their hands before snacks, after toileting and after playing outside. Children enjoy snacks provided by the staff, who have completed food safety training. Staff ensure that children's preferences are incorporated into snacks and that they are balanced and nutritious. Children are able to contribute to the planning of menus and staff listen to their preferences and teach them about the importance of healthy eating. Staff provide a range of activities to promote developing a healthy lifestyle. For example, children exercise daily by playing running games, using hoops, bats, balls and scooters to develop their large muscle, balancing and coordination skills.

Staff regularly observe and assess the children and plan activities based on their interests, age and stage of development and new experiences. However, systems are not fully in place to consistently track children's progress towards the early learning goals. All children engage in a wide variety of activities and learning opportunities. For example, children concentrate on making intricate patterns on boards using small beads, this supports their mathematical development. Other children draw colourful pictures and contribute to the spring display that shows their artwork. Children readily access a wide range of games allowing them to develop their critical thinking skills. The staff plan children's next steps, ensuring that children develop new skills and are motivated to learn. This means children progress well in all six areas of learning.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise them and give clear explanations of boundaries. Children work cooperatively with peers and older children demonstrate a caring nature as they take care of the younger children. This shows that they are developing respect for themselves and others. Children also learn about other cultures and beliefs because staff provide a variety of diverse resources. Children celebrate a variety of festivals, including Christmas, Diwali and Eid. This supports children's knowledge and understanding of the world around them well.

## 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>	2
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>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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