

Boston West Kids Club

Inspection report for early years provision

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Inspector Carly Mooney

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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

Boston Kids Club was registered in 2001. It operates from Boston West Children's Centre in the grounds of Boston West Primary School. The club serves the local area and has strong links with the school. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except for bank holidays and one week at Christmas. Sessions are from 7.30am until 8.45pm and again from 3pm until 6pm. Children are able to attend for a variety of sessions. A holiday club operates from 8am until 6pm. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the club at any one time all of whom may be on the Early Years Register. There are currently eight children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to eleven years. It supports children with special educational needs and/or disabilities.

The club employs five members of main child care staff. Of these, four hold appropriate early years qualifications. A small number of bank staff are also employed, two of whom are qualified. The club receives support from four children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development through participating in a range of activities and experiences which interests them. They are supported by kind and caring staff who treat them as individuals. Observation and assessment of children's development is continuing to develop. Secure relationships with parents are in place, which is effective in meeting children's needs. Clear procedures for self-evaluation are in place.

What steps need to be taken to improve provision further?

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

- ensure children's attendance is clearly recorded
- develop further the systems used to observe and assess children's achievements, with regard to linking observations to the areas of learning and identifying next steps.

The effectiveness of leadership and management of the early years provision

Clear safeguarding systems are in place to protect children within the club and staff receive regular training to ensure they are up-to-date with the most recent information. Robust recruitment procedures ensure that all staff who work with children are suitable to do so and there is a clear induction programme for the setting. Risk assessments are thorough and displayed around the room as a constant reminder to staff. Daily checks ensure any new hazards can quickly be identified and minimised so that children always play in a safe environment. There are clear systems in place for the collection of children from the school. Most documentation is maintained to a good standard with the exception of children's daily attendance registers. A record is not kept of when children arrive at the club and departure times are not consistently recorded for all children. Staff demonstrate through their general daily practise that they are familiar with the settings policies and procedures.

Staff work together well as a team and provide children with a safe and happy environment in which to thrive. The bright, welcoming play areas are organised effectively to support the differing ages of the children attending and they settle easily on arrival. Children are able to move freely between indoor and outdoor areas and enjoy spending quality time outside in the good weather. Staff provide a fully inclusive service to all children attending and ensure that no child is disadvantaged in anyway. Individual children's needs are thoroughly addressed through staff's clear knowledge of all children and their families.

Secure relationships have been established with parents and they speak very positively about the care their child receives. Parents are regularly updated about issues regarding the club and chat happily to staff at collection time. Effective relationships have been formed with the local school to ensure effective continuity and progression for all children in the Early Years Foundation Stage. Learning Journeys are regularly shared and observations in the club valued by reception teachers. The club is led and managed well with clear systems in place for monitoring and evaluating the setting.

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

Children arrive happy and confident at the club and freely access the resources of their choice. They are warmly welcomed by kind and caring staff, who are genuinely interested in the children's school day. Staff demonstrate a sound knowledge of the Early Years Foundation Stage and ensure planned activities are based on children's requests or interests. The club's wishing well allows children to put forward their thoughts and ideas for activities and gives them a sense of belonging. Staff make observations of the youngest children in their play. However, these currently do not show which areas of learning they link to and how next steps are devised.

Children enjoy their time at the club. They are busy and occupied, which, results in generally good behaviour. Staff praise and encourage children for their efforts. For example, for a picture they have created. Children of all ages play happily together, participating in a game of hide and seek in the garden or threading with beads. Daily use of the outdoor equipment, such as, the trim trail supports children's physical development well. Young children are provided with sufficient challenge as they carefully walk along the beam. Children learn to develop their hand and eye co-ordination as they participate in activities, such as, a game of bat and ball with their friends. Children enjoy a range of craft activities using a variety of materials, which are freely accessible.

Children's welfare is effectively promoted. All staff hold first aid qualifications and documentation regarding children's health is appropriately maintained. Children help themselves to a range of healthy and balanced snacks. Routines are well established to encourage good standards of hygiene and cleanliness from both children and staff. Children participate in safe practices, such as, fire drills and feel safe and secure in the setting.

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	2

The quality of the provision in the Early Years Foundation Stage

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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	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