

Kool Kidz Club

Inspection report for early years provision

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Inspector

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Setting address

Breck Primary School, Fouldrey Avenue, Poulton-le-Fylde,
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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).

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

Kool Kidz Club, and the pre-school element known as Breck Beanies, is a committee run setting registered in 2006. It operates from a self-contained unit within Breck Primary School, Poulton-Le-Fylde, Lancashire. The pre-school serves the local area and has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term-times with sessions from 8.50 am until 3.20pm. Children are able to attend for a variety of sessions including the before and after school club. A maximum of 40 children may attend the setting at any one time, of whom no more than 29 may be in the early years age group. There are currently 25 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five through the before and after school club, Kool Kidz. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs three members of child care staff. Of these, all hold appropriate early years qualifications at Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners promote children's learning with outstanding success. The setting's individualised planning supports children in their learning exceptionally well, given their age and starting points, so that children make significant progress in their learning. The superb learning environment is fully inclusive, safe and secure, and positively promotes children's independence, outstanding behaviour and thorough understanding of diversity. Exceptional organisation of the setting's policies and procedures fully supports the safe and efficient management of the setting, with procedures for self-evaluation and improvement being outstanding. Practitioners have outstanding relationships with parents, and good relationships with other settings.

What steps need to be taken to improve provision further?

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

- building upon the already stringent practice in developing children's independence skills by having the appropriate resources available when

playing outdoors, for example, tissues.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are outstanding because practitioners have an excellent understanding of the indicators of abuse and the need for protecting children. They are clear about their responsibilities, and highly effective supporting documents and effective training ensures their knowledge is fully up-to-date and know what to do should they have a concern about a child. Robust recruitment and vetting procedures contribute significantly to keeping children safe. For example, procedures for maintaining and monitoring staffs' continued suitability are included in the setting's appraisal system, team meetings and whistle blowing procedure, and all staff are fully aware of these.

Leaders and managers create a very child centred and stimulating environment where exceptional use is made of resources..The excellent organisation of the educational programme for children means that their individual needs and uniqueness is planned for. Equality and diversity is supported through comprehensive documentation and the involvement of parents and other agencies in identifying children's individual needs. Parents contribute to their child's assessment and very good communication books provide opportunities to share what is taking place within a child's life, both at home and at the pre-school.

Those in charge have a very clear and achievable plan for improvement through the completion of a detailed and highly reflective self-evaluation form. Practitioners are realistic about expectations, reflective and constantly challenge themselves to improve the service they provide. Continued development of the already superb outdoor area is in place to further improve outcomes for children. Partnership with parents is outstanding as they are included in evaluating the provision, through questionnaires and discussion, which supports the continuous improvement of the setting. They are provided with comprehensive information about their child and what the provision is doing to promote their child's progress, for example, a monthly newsletter, questionnaires, comprehensive daily discussions and the written information recorded in their child's communication book. Highly informative notices are displayed for their information, including the key worker details, all policies and the current policy of the month. Comments from parents confirm that the fantastic two-way channels for communication are successful and well established. Parents' say they feel their children are making progress, growing in confidence, learning to count and playing with new friends. The practitioner's commitment and enthusiasm to improve their service shines through as they explain how they have changed some areas of planning and play space to assist children in making better progress.

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

Practitioners have an excellent knowledge of the Early Years Foundation Stage which they use to plan an exceptional educational programme for all children. The key worker observations and assessments promote children's learning as they use their highly effective skills to watch and interpret children's development and learning. This very comprehensive information is used to identify children's progress against the six areas of learning and is used to guide planning and provide highly appropriate challenges for all children. Children's progress is successfully tracked against the areas of learning, with any gaps being identified and planned for. This positive approach means most children make significant gains in their learning.

The practitioners have wonderful relationships with children and know them extremely well, which enables them to find the most appropriate way in which to help children progress. For example, boys are encouraged in their mathematical development by counting scores in ball orientated games, and resources for mark making are situated in all areas of play, including outdoors. Children are enthralled as they play outdoors. For example, they run, dig in the soil and transport stones and slate across to their construction area to make pretend roads. They use bulldozers and diggers to assist them as they use their imagination to create their play. Children grow plants and use their senses as they squeeze the lavender bushes and smell the fragrance. They grow fruit and vegetables, such as carrots, strawberries and broccoli, to help them learn where food comes from. They explore real fruit and vegetables during their imaginary games; peeling onions, smelling the celery and laughing as they decide they do not like the smell. They enjoy using the computer and develop skills for their future learning as they confidently change the programme and use the mouse.

Children delight in writing their name and use language to chat about their play and make their wishes known. They enjoy reading and listening to stories in the book area, which effectively develops their communication and early reading skills. Staff effectively support children as they use their knowledge of early phonics to help children find their own name and to make links between letters and sounds. The children confidently use numbers, with some children counting to 12 and above. They use their problem solving skills as they count the number of children at the table and work out if there is room for any more children to have their snack. They play alongside each other well and cooperation between them is exceptional as they play in the sand and learn about the importance of sharing, taking turns and respecting each others play. Children are inspired as they move freely between indoors and outside. They happily talk about how they love going outside and sing songs as they play. Children become active and enthusiastic learners because of the superb opportunities provided to develop their physical skills, such as balancing, jumping and climbing. They celebrate their achievements with staff and this leads to a positive self-image and good self-esteem. Children talk about differences, freely access resources representing diversity and observe positive images of people in society. This develops children's understanding of the differences and similarities of people. Practitioners are highly sensitive and skilled

when working with and praising children, and this results in children's behaviour being exemplary.

Children learn about their bodies and develop their understanding of healthy practices through good quality daily routines. They are provided with nutritious food, provided by the school, and are able to access a drink of water at all times. Children play and learn in beautiful, stimulating rooms. Drapes and high quality resources help to develop excellent attitudes and this ensures children become motivated and interested learners.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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	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	1
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Outcomes for children in the Early Years Foundation Stage

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	2
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

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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