

Garforth Kids Club

Inspection report for early years provision

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27/03/2012

Inspector

Mr Rasmik Parmar

Setting address

Ninelands Primary School, Ninelands Lane, Garforth, Leeds,
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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

Garforth Kids Club is privately owned and was registered in 2005. It operates from one school hall within a primary school in Garforth, near Leeds, West Yorkshire.

The setting is open Monday to Friday from 7.30am to 9.30 and 3.30pm to 6.00pm during term-time only. The setting serves the local culturally diverse community and surrounding areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the setting at any one time. There are currently 124 children on roll, of which 21 children are within the early years age range. The setting has supported children with English as an additional language, and current supports children with Special Educational Needs.

There are eight members of staff, seven of whom hold appropriate early years qualifications. One member of staff holds a Level 4 qualification, three hold a Level 3, and two hold a Level 2. In addition, one of the directors holds a Level and the other is a qualified teacher. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, confident, and independent and relish the opportunities they are provided with. Staff work cohesively as a team and offer a fully inclusive and safe environment where the uniqueness of each child is recognised and celebrated. Highly successful partnerships with parents and the host school are firmly established. Exceptionally motivated and experienced leadership provides a highly reflective environment, resulting in a drive and passion for improvement.

What steps need to be taken to improve provision further?

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

- extending further opportunities to promote all areas of learning and development in the outdoors.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding and protecting children. All practitioners have a comprehensive understanding of safeguarding issues and are fully aware of

the procedures to follow should they be concerned about a child in their care. The directors, managers and practitioners are extremely competent, caring and demonstrate an excellent understanding of their roles and responsibilities. There are robust recruitment and vetting procedures in place and valuable appraisal systems which encourage continued professional development of all staff. The setting maintains comprehensive policies, procedures and records to support the safe and effective management of the provision. Detailed risk assessments are completed and cover all aspects of the learning environment and consequently, risks to children are minimised.

The deployment of resources is outstanding and the environment, both indoors and outdoors, is exceptionally well organised and provides an extensive range of enjoyable and challenging learning opportunities for all children. Practitioners are deployed highly effectively to ensure children are supervised safely at all times, including children with additional needs. Resources and equipment are made accessible and as a result, there are excellent opportunities for children to make choices and to take responsibility for their own play and enjoyment. Practitioners value and respect diverse cultures and languages and use them to enrich the learning environment for all children, as part of broadening children's awareness of the wider world.

The setting has an excellent and seamless partnership with the host school. They share information about children's progress and work very closely together to provide the best possible care and education. Other specialist outside agencies work exceptionally well with the group to support children with additional needs. This inclusive approach creates excellent opportunities for children to reach their full potential. There is a high commitment to continually improving the outcomes for all children. Practitioners display exemplary skills and understanding of early years care and education. They update their knowledge through regular training and raising professional qualification levels. Practitioners are dedicated to their work and this setting has been chosen by the local authority in helping other settings through a 'Quality Improvement Plan'. Engagement with parents is outstanding as they are kept very well informed about what their children achieve through daily discussions with practitioners. They have electronic access to comprehensive policies and procedures, and this ensures they are kept fully informed about the setting's operational practice.

Systems for self-evaluation are highly comprehensive and inclusive. They include the views of children, staff and other settings and this leads to well-targeted plans for future improvement and better outcomes for children.

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

Practitioners have an exceptional insight into the needs and abilities of the children who attend. A highly varied, interesting and challenging range of play opportunities and activities are provided for all children. Successful planning and

careful observation and assessment of children's learning and development, compliment those carried out in the host school. Consequently, children are fully engaged and making excellent progress in their individual learning and development.

The indoor environment is very well presented. Vibrant wall displays of the children's art work give the children a sense of pride in their achievements. This dynamic environment means that children are totally engrossed in their chosen activity. An excellent selection of toys and equipment provides children with great choice, creating very good opportunities for spontaneous learning. Children develop exceptionally good social and learning skills that equip them well for the future. There is a very strong focus on ensuring children develop the social, communication and language skills that are necessary for good behaviour and learning. Interactions between practitioners and children are extremely positive. Children learn successfully through self-selected, play-based activities. They apply their skills in communicating, literacy, numeracy and information and communication technology as they play. Children acquire knowledge and understanding of the natural world although, opportunities for actual interaction with nature in the outdoor environment is less well supported.

Children are presented with purposeful and practical experiences within the provision to promote their understanding of personal safety. They engage in regular evacuation drills and are confident to articulate where the fire exits are and where they would congregate in an emergency. They learn to be careful of others as they play inside and outside.

Healthy eating is promoted extremely well as children access an excellent range of healthy foods for breakfast and at tea time. A large selection of foods is set out for children after school, including cut pieces of vegetables, fruit and spreads for children to make their own sandwiches. Children participate in the celebration of a wide variety of cultural festivals from around the world and eat foods common to those cultures. Drinking water is readily available, ensuring that they remain hydrated. Children are independent in their personal hygiene as they wash their hands throughout the day at appropriate times after playing outside and before eating.

Overall, children are exceptionally well-behaved as practitioners are attentive, praise children frequently and set a clear boundary regarding acceptable behaviour. Children delight in their time at the setting, showing a high degree of social ability and a genuine caring attitude towards others. Consequently, children are developing many excellent learning and development skills which help to set secure foundations for their future learning.

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	1
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	1
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

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