

Ermington Kids Club

Inspection report for early years provision

Unique reference number EY338608
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Inspector Sara Frost

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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

Ermington Kids Club opened in 2007 and is run by a committee. It operates from Ermington Preschool on the grounds of the Ermington Primary School.

The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 16 children may attend at any one time. There are currently 28 children aged from four years to 11 years on roll, of whom four are in the early years age range. It is open Monday to Friday from 3.30pm to 5.30pm during term time only. The club supports children with special educational needs and/or disabilities.

The club employs five members of staff. The manager has a foundation degree in Early Childcare and is currently working towards a Bachelor of Arts degree. Three other staff hold an appropriate childcare qualification. No children in the early years age group were present at the time of inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff organise a welcoming, relaxed, friendly and safe environment for children to play in. They plan a balance of experiences to promote all children's learning at play. Systems to record observations and assessment are in the early stages of implementation. Most required documentation is accessible. Overall, partnerships are satisfactory, as links with other settings are not fully in place for all children. The new manager has identified areas for improvement, to bring about further improvement for those who use the club. The club has fully addressed all recommendations raised at their previous inspection. This demonstrates a positive commitment and ability to maintaining continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records are easily accessible and available for inspection by Ofsted (Documentation) 06/04/2012

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

- develop links between settings by sharing relevant information, in order to provide continuity and coherence so that all children's needs are met

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their responsibilities to safeguard children's welfare. They are clear about the processes to follow, should they have any concerns about a child in their care. Clear, well-documented policies support the practice. In addition, well-documented records show the suitability of all staff, including relevant checks undertaken and suitable qualifications. This process further protects children and aids safeguarding practices.

The club shares the facilities with the pre-school. Both the pre-school and the after school club have sole use of premises when in operation. Staff work well together to ensure the room is well organised in the short space of time they have to set up, prior to collecting children from school. The wide range of resources is accessible to children enabling them to make choices in their play. Daily checks are conducted throughout the building to ensure premises and equipment are safe and suitable for children to use. Most records are available for inspection, although the latest risk assessment was not on the premises on the day of inspection. This is a breach of requirement but has no impact on children's safety.

Children play in an environment where equality and diversity is promoted well. Staff provide positive images to challenge children's thinking as they plan different celebrations. The club has developed a strong partnership with parents, regular and up-to-date information about the club is shared each week in the 'Friday flyer'. The manager, although relatively new, has begun to raise the club's profile. Parents' opinions are sought in relation to the running of the club.

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

Through discussion the manager explains that she initially organises the programme following consultations with the children. Each session linked to a theme, such as 'spring', although planning is open to change, depending on children's interests at the time. For example, staff deferred the evening's cookery session to an alternative night, as the children decided they preferred to do other things. Observation of older children shows that staff provide a range of activities to encourage and support children to develop future skills. For example, this includes sharing and taking turns whilst playing board games, or designing coasters using small beads. Children freely access a range of resources, such as large pieces of material to make dens and develop their imaginative play. Art and craft activities are readily accessible. A recent project using folded paper to make footballs proved a popular activity. Children are encouraged to take ownership of their club, developing and reviewing their 'own rules'. As a result, children are aware of expectations and their behaviour is very good. Staff are keen to emphasise a strong caring ethos throughout the group. Older children encourage

and welcome younger ones to join in their activities. Staff plan activities to widen children's experiences of the wider world, such as identifying letters to write their first names using the Chinese alphabet, or cooking foods derived from other countries. Such activities enable children to understand differences and to celebrate various occasions. Good systems are in place for the collection of children at the end of school. Children learn about safe practice because they wear tabards, making them clearly visible as they walk with staff across the school playground to the club base. People are unable to enter the club building without staff being aware. Staff describe ways in which they support children to gain an understanding of keeping themselves safe. Overall, regular fire drills are carried out with children. The manager has a good understanding of the Early Years Foundation Stage. Systems have been introduced to record children's observations, although this is in the early stages of development, as children have only been at the group for a short period of time. As yet, the club has not fully established links to complement the education and care children receive at other early years settings, to aid their all-round development.

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	3
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

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