

Little Gems Kids Club

Inspection report for early years provision

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Inspector Becky Johnson

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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

Little Gems Kids Club at Fairfield was registered in 2011 and is one of four privately owned settings. It operates from two halls within Fairfield First School. There are fully enclosed areas available for outdoor play.

The setting opens Monday to Friday during school term time only from 8am to 9am and 3.15pm to 6pm. Children are able to attend for a variety of sessions. Children attending are aged between four and nine years and attend the school. A maximum of 24 children in the early years age range may attend at any one time. There are currently six children in this age range on roll. Older children also attend. The setting is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting employs six members of child care staff who work with the children on a full- and part-time basis. This includes the Registered Provider. Of these two have a level 6 qualification, two have a level 3 qualification and two are at level 2 and working towards level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a lovely time in this setting, which is based wholly on meeting the needs of out of school children. Staff and children interact positively together and staff have a good knowledge of children's individual needs. Children enjoy a range of activities which are entirely suitable to the provision, although at times the organisation of the session is not entirely effective. Good working relationships with parents and the school have been developed. The setting is able to identify areas for improvement and systems to support this practice are in place.

What steps need to be taken to improve provision further?

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

- improve the organisation of the first hour to ensure that every child receives an enjoyable and challenging experience tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

Children are well protected within the setting. Staff are diligent in child protection matters and fully understand their roles and responsibilities in protecting the children in their care. Child protection policies and procedures are clearly understood and meticulously implemented. Robust recruitment, vetting and

induction procedures are in place. This ensures that all staff working with the children are suitable, capable and well qualified. Children are safe in the setting because staff are able to identify and minimise potential hazards and the use of risk assessments and daily check lists ensures that the premises are safe and secure. Good procedures for the safe collection of children have been implemented.

Staff are well qualified and show obvious enjoyment of being with the children. Their energy and enthusiasm is evident and this results in a setting which children obviously enjoy attending. The provider is very dedicated and hands on. She is totally committed to ensuring the best possible outcomes for children. The premises are mostly used to their full potential within the confines of the building. However, during the first hour the group is disorganised at times as staff are unable to set out activities before children arrive. They then have to rush to prepare and serve snack before children move to the bigger hall. As a result, this part of the session is slightly chaotic and older children tend to become a little boisterous and unoccupied. Staff work cohesively together. Everyone working at the setting is committed to continuous improvement and the capacity for this is good. Staff reflect on their practice and can identify areas in which improvements need to be made. Systems such as the use of the self-evaluation form have been implemented to ensure that improvement is sustained. All required documentation is in place. A range of supporting policies and procedures enhances the good practice and ensures the safe and efficient management of the provision.

The setting is pro-active in fostering partnerships with parents, carers and other professionals. Relationships with parents are friendly yet professional. Staff spend time at the end of every session chatting to parents and exchanging information. Parents speak highly of the setting. They say that they are exceptionally pleased and can't fault the care their children receive. They say that staff know each child well, that they are very supportive and helpful and deal with issues and concerns confidentially. Additional information is shared with parents through a monthly newsletter and a notice board. Links with the school are being forged to help to further develop continuity in children's learning.

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

The setting is totally child orientated and staff endeavour to ensure that children have fun and enjoy all aspects of their time here. They fully understand that at the end of the school day children need time to let off steam or relax and spend time with their friends and appropriate time is given to this. Planning is very flexible to provide a well-balanced session that contains suitable periods of time where children mainly follow their own-initiated ideas as well as some adult-led activities. Children are happy and settled as staff create a comfortable and relaxed environment for them which helps them to develop a sense of belonging.

Children especially enjoy outdoor activities. They excitedly rush to put on their coats when they know they are going outside and ask to stay outside when given

the choice. They play football with their friends and use climbing ropes and bridges, slides and the climbing wall with expertise. Staff support children by pushing them on the swing and then teach them to use their legs to swing themselves. Children learn about developing healthy lifestyles. They are 'Getting fit for 2012' and staff plan activities around being healthy. They learn about healthy food options. They know that strawberries are healthy and burgers are not and cooking activities include making fruit salad and smoothies. Children show an interest in the world around them, for example, when asking if a noise they hear is an aeroplane or a volcano. Other children then join in the conversation saying the noise would be loud if it was a jet plane and that volcanoes make splashes. Visitors to the setting further help children to learn about the wider world. For example, on Australia day an Australian visitor talked to the children about their country, food and culture and showed them how to play a didgeridoo

Children feel a sense of belonging and develop self-esteem as they work harmoniously both with and alongside their peers. Behaviour is good and staff reinforce this through positive praise and by acting as role models. Children learn to share and to take turns and all of the children help to tidy away at the end of the session. Children follow simple hygiene routines such as washing their hands before snack. Children are beginning to understand about staying safe when walking from school to the adventure playground and when using equipment. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment. The setting is a busy and exciting place. Children's laughter and enjoyment is evident and the underpinning knowledge and life skills that children are learning will lay firm foundations for the future.

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

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