

Coalway Kids Club

Inspection report for early years provision

Unique reference number 101867
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Inspector Vicky Donnelly

Setting address Coalway Community Infant School, Coalway Road,
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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

Coalway Kids Club opened in 1996. It operates from a temporary building in the grounds of Coalway Community Infant School. It is located in the residential area of Coleford in the Forest of Dean. Children also use the school hall, the adjacent outdoor play areas and the school playing fields. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 22 children when using the temporary building and 32 children when using the school hall. Only four children may be of pre-school age. The club is also registered to provide overnight care for five children aged from four years. The club is open throughout the year. It operates for five days a week during school term times with sessions from 8am until 9am and from 3pm until 5.30pm. During school holidays, the club is open from 8am until 5.30pm. There are currently 30 children aged from four to under eight years on roll. Children attend for a variety of sessions and come from the local community. The club currently supports a number of children with special educational needs and/or disabilities. The club employs five permanent members of staff who all hold appropriate qualifications. The club has achieved a local authority quality assurance award with merit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the club provides good quality care and a stimulating learning environment to support children's individual needs successfully. Staff give high priority to the welfare of each child, which results in children feeling safe and secure. There are strong links with the children's school, playgroup and parents, which effectively aid children's progress. The manager has a good understanding of the club's strengths and weaknesses and is improving self-evaluation processes successfully. This commitment demonstrates a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- enhance the cosy area to make it more welcoming for children to relax or play quietly

The effectiveness of leadership and management of the early years provision

Policies and procedures for safeguarding children are good. There are rigorous vetting procedures in place for all new staff and helpers. The manager regularly updates safeguarding training for all staff members to promote their understanding successfully. Effective procedures are in place to protect children when they move between the school, playgroup and club. Staff carefully assess potential risks and clearly record any accidents to help eliminate any hazards. All staff hold appropriate first aid certificates, which enables them to provide children with good quality care in the event of any accidents. The premises are secure, and staff carefully check the identity of any parents and visitors to help promote children's welfare. Staff demonstrate good awareness of the club's policies and procedures, such as recording children's allergy or medical details clearly and making them available to anyone caring for the children.

Staff carefully set up the room ready for children before arrival. The room is bright and welcoming overall with a good range of activities both inside and out. Staff divide the room into individual areas, allowing children to work in groups or on their own. Staff clearly label resources and ensure they are easily accessible, which encourages children to follow their own interests and develop their independence. Staff use their time well to supervise and support children effectively.

Staff actively promote equality and diversity. They work closely with children, their parents and their main settings to meet their individual needs fully. For example, they make contact with the school and playgroup to exchange useful information, such as children's interests. Informative daily discussions, together with a good range of written information about the club, keep parents up to date successfully. Staff actively encourage parents to provide information about children's individual needs when they first start and to contribute their views about the club. These processes contribute successfully to children's well-being, promote an inclusive environment and help children to make good progress whatever their background or needs.

The manager is effective in driving ambition within the staff team and takes full account of the views of staff, parents and children during the self-evaluation process. For example, the club sends out questionnaires to parents each term and encourages children to share their views through group discussion. Children state that they like coming to the club because it is fun and they like the snacks on offer. Staff are currently enhancing their processes for observing and assessing children's development, and are also developing activities and resources in the spacious outdoor area. Staff receive good support to attend additional training and actively share what they have learned with other staff on their return. This process is successful in supporting all staff to improve their practice.

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

The manager displays good understanding of the Early Years Foundation Stage and successfully shares her knowledge and understanding with staff during training sessions. Staff follow children's interests when planning activities and encourage child-initiated learning by providing a wide variety of easily accessible resources. Staff are beginning to develop records of children's progress using photographs and observations to monitor their development. Parents are able to add to this process successfully by completing journals of their children's activities while on holidays or at the weekend. As a result, staff know children well and respond effectively to their individual needs.

Children enjoy their time at the club and confidently choose from a range of interesting activities. They have good access to resources to support their understanding of technology and the world around them. For example, there is a wide selection of board games to provide challenge for children of different abilities and an easily accessible computer. A good-sized outdoor area encourages children to exercise and develop their physical skills on a regular basis. There is a cosy area to encourage children to look at books while they relax, although this is not particularly inviting. Staff support children well, developing strong relationships and using open-ended questions to challenge children's thinking. Interesting, focused activities, such as cooking and gardening, help children to secure some positive skills for their future learning.

Children show that they are settled in the club and feel safe. They display good levels of confidence and self-esteem. For example, they are familiar with daily routines, hanging up their bags and coats as they arrive and washing their hands independently before snack time. They show a positive approach to play and learning, settling at activities with ease. They make friends with other children and benefit from the differing age ranges of children that attend. Younger children benefit from having some time with staff before older children arrive, which provides additional support and discussion during their snack time. Staff are familiar with children's experiences in other settings, which helps children to feel welcome and secure. All children behave well and know what staff expect of them. A good range of resources reflecting diversity in society, such as posters, books and toys, help children to develop a positive approach to people who are different from themselves.

Children clearly understand the importance of hand washing and staff display posters reminding them of this in the toilet area. Staff provide good support to children in developing healthy lifestyles through cooking activities and discussing healthy meal and snack choices. Children sit well and chat amongst themselves during snack time, which contributes to a positive social occasion. Staff encourage them to pour their own drinks and spread their own choice of toppings on their toast, which enhances their independence skills successfully. Children also show a good understanding of safety procedures, such as walking to and from the club in

a sensible manner.

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