

# Hermitage Kool Kids Club

Inspection report for early years provision

---

**Unique reference number** EY256870  
**Inspection date** 15/05/2012  
**Inspector** Bernadina Lavery

**Setting address** Whitwick St John The Baptist CoE Primary School, Parson  
Wood Hill, Whitwick, Leicester, LE67 5AT  
**Telephone number** 01530 814477  
**Email** blunt44@btinternet.com  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Hermitage Kool Kids Club registered in 2001 and moved to the St. John the Baptist Church of England Primary School in April 2003. The club is one of a group of settings privately owned and operates from designated areas within St. John the Baptist Church of England Primary School. It is situated in the village of Whitwick, in Leicestershire. There is a secure, enclosed, outdoor play area. The club opens five days a week during school term and school holidays. The club is open each weekday from 7.30am to 9am and 3pm until 6pm during the school term and from 8am until 6pm during school holidays. Children are able to attend for a variety of sessions. The club serves children attending the host school and several others in the local area.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 49 children aged from four to eight years old may attend at any one time. Currently there are 102 children on roll, 12 of whom are in the early years age group. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five members of staff who work with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are keen to attend this very popular club where outcomes for all children in the Early Years Foundation Stage are good. Children's learning and development are mostly well-planned for and enhanced with effective use of the well-organised environment. Children's safety is given good consideration. Some organisational aspects of staffing arrangements lack precision in order to ensure the school drop-off and pick-up service operates consistently to meet the individual needs of all children. Effective partnerships and positive relationships enable the successful inclusion of all children. Ongoing improvement is monitored effectively, with good support from the senior management team. Plans for the future are good and reflect positive aspirations for enhancing quality.

## What steps need to be taken to improve provision further?

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

- improve opportunities to challenge children physically and encourage them to move in different ways and at different speeds appropriate to their level of development.

- consider how staffing arrangements are organised to meet the individual needs of all children when undertaking the school drop-off and pick-up service

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is given good attention at this friendly club because staff ensure their knowledge of child protection policies and procedures is current. Ongoing training and discussions help staff to identify signs of abuse, neglect and procedures to be followed in the event of any allegations being made. Thorough recruitment procedures include a well-planned induction process and evidence of suitability decisions, including Criminal Records Bureau checks. Ongoing supervision and appraisals ensure that staff share their professional development requirements and are clear about their duty to inform management about any changes that may affect their position within the club. Clear systems are in place for dealing with any accidents and emergencies. First aid boxes are accessible, checked to ensure they are fully stocked and some staff hold valid first aid certificates. However, organisation of the staff rota for the school drop-off and pick-up service lacks precision and consistency. For example, the allocation of staff for pick-ups does not always ensure the individual needs of all children can be met. Good control measures are in place to ensure children can play safely. These include risk assessments and signing-in and out procedures for children, staff and visitors. Good attention is given to documentation to support the safe and efficient running of the club.

Children play in a welcoming environment with good access to a variety of sustainable resources and equipment. The flexible routine provides opportunities for children to freely choose activities, which creates an informal, but vibrant atmosphere. Examples of their artwork are attractively displayed, including collage butterflies, animal masks and hearts with paper weaving. A key worker system helps children to relate to individual staff. Good relationships between staff, children and peer groups are evident. The mix of younger and older children works well as children learn patience, tolerance and empathy when playing together and sharing resources. Staff are largely very sensitive to children's individual needs and inclusion is well-planned for. 'All about me' forms are used effectively to gather individual information regarding children's specific needs and play preferences. Daily conversations with parents and carers ensure children's families are aware of achievements and concerns. Parents and carers report they are happy with the club and the good, detailed level of information they receive. Children say they enjoy coming to the club and particularly like playing outdoors and the choice of food and snacks. Staff work well at building relationships with the host school and other local schools in the area to ensure information is exchanged regarding children's well-being. All staff are dedicated, motivated and clearly enjoy children's company. Interim arrangements regarding the management of the club are working well as staff are very well supported by the senior management team. Good practice from other settings within the organisation is shared in order to improve quality and offer consistency. Effective evaluation procedures, including systems for gathering the ideas and comments of children, parents and carers are

in place to identify priorities and ensure good levels of ongoing improvement.

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

Children clearly enjoy attending this welcoming club and respond well to the relaxed atmosphere. Staff show a good understanding of the Early Years Foundation Stage and offer a wide variety of play-based activities. Planning is informal, flexible and guided by children's ideas and interests. Good documentation is in place to reflect children's starting points. Achievements are clearly documented through photographs and observations, reflecting progress across all areas of learning. Children's feedback on outings to places, such as a visit to a local pet shop, are gathered and collated in a file called 'Children's Voice'. This shows their opinions are valued. Children behave well and even challenging behaviour is handled sensitively and calmly by experienced staff. For example, staff explain to older children why it is not appropriate to shout at each other indoors. Children are developing a good understanding of diversity as they take part in activities, such as food tasting and art projects to develop children's understanding of different cultures in a meaningful way. Staff support children who need help with their homework and take time to listen and encourage children to complete tasks. This ensures extra support is offered to children who may require assistance with their learning.

Children arrive enthusiastically, keen to link up with their friends. The club offers a good opportunity for integration and socialisation as children from different schools attend and play well together. Children are confident, friendly and engage in interesting conversations as they share their news from school and talk about their favourite football teams. Children's writing skills are encouraged as they sign their names on a board when they want to play outdoors. Children show an interest in shape and space when using large wooden blocks to construct a large chair for a teddy bear. The role play area is currently a hairdresser's shop and is used well by both boys and girls. Children show their imagination and creativity as they pretend to do each other's hair using various accessories. Outdoors, children demonstrate good football skills. Younger children laugh enthusiastically as they kick balls into rain puddles. Children value their time outdoors and outside entertainers, such as circus workers and sport coaches are invited to the club to enhance children's physical development. However, opportunities for younger children to use equipment, such as scooters and bicycles are not consistently planned for. This limits younger children's experiences of moving in different ways and at different speeds appropriate to their level of development. Good computer skills are evident as children navigate through programmes with ease, following on-screen instructions skillfully. Overall, children are articulate, sociable and confident with technology, demonstrating good skills to support their future learning.

Healthy eating is strongly encouraged as children are offered a good variety of nutritious meals, snacks and drinks. The snack menu includes children's suggestions and incorporates nutritious options, popular with children, such as chicken hotpot. Good manners are evident during a sociable mealtime as children say 'please' and 'thank you' spontaneously. Children's dietary needs are well-considered and staff understand any restrictions and offer alternatives, including vegetarian options. Children are encouraged to share their talents outside of the club on a 'mention tree'. This helps to give children a sense of pride in their achievements and hobbies. Children understand how to take responsibility for their own safety as they prepare for trips by helping to identify potential hazards that contribute to the overall risk assessment for the outings. Outside visitors are invited to talk to children about 'stranger danger' and road safety in order to develop children's understanding of personal safety. Children have good opportunities to enjoy fresh air and different weathers, choosing to continue to play football outdoors during rain showers.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
------------------------------------------------------------------	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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