

Horsted Kids Club

Inspection report for early years provision

Unique reference number EY440453
Inspection date 17/05/2012
Inspector Jane Wakelen

Setting address Horsted Infant School, Barberry Avenue, CHATHAM, Kent,
ME5 9TF

Telephone number 01634 861794
Email office@horsted-inf.medway.sch.uk
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

Horsted Kids Club registered in 2011. It operates from Horsted Infant School and Horsted Junior School in Chatham, Kent. All children have access to a secure, outdoor play area. The setting is open each weekday during term time. It operates from 7.30am to 8.45am before school and after school from 3pm to 6pm. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 24 children aged from four to eight years at any one time. The setting also cares for children over eight years. There are currently 39 children on roll, aged from four years to nine years. There are two members of staff working directly with the children who are joint owners. One of these holds a National Vocational Qualification at level 3. A volunteer also works at the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A sound understanding of meeting each child's needs ensures that staff make children feel welcome. Children feel secure and confident in the familiar environment of their school. Staff check that the environment is safe, although they do not keep the legally required, written record of risk assessment. Resources are suitable for children but choices are restricted owing to storage, and some activities do not provide sufficient challenge for some children. Parents are welcomed into the setting and staff establish suitable relationships with them to promote children's well-being. The owners regularly reflect on their service so they are aware of areas to develop, thus maintaining suitable continuous improvement to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 07/06/2012

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

- provide different learning opportunities for individual children or groups who may need extra support or more challenge

- make materials and resources easily accessible to all children to support their learning

The effectiveness of leadership and management of the early years provision

Staff give safeguarding appropriate consideration in the setting to promote children's safety and welfare. Both staff have undertaken training and plan to update this on a regular basis. There is a suitably written policy in place, that staff implement and systematically review. The staff identify any hazards in the setting and take steps to eliminate risks to help children keep themselves safe. However, there is no written record of aspects of the environment that need checking on a regular basis, which breaches a specific legal requirement. Both owners have had suitability checks carried out and ensure that children play under supervision at all times. A visitors' book is in place and all visitors to the school are let into the building, thus protecting children's safety. A first aid box is accessible and both staff hold first aid certificates to help children in the event of an accident.

Children choose what to play with from resources that the staff have pre-selected and made accessible. Staff invite children to make suggestions for alternative activities for the following day, but choice is restricted owing to problems with storage. The emphasis of activities is 'fun', in addition to meeting the six areas of learning. Access to the school's sports equipment provides children with opportunities to use large, indoor equipment with which they are familiar. All children are welcomed into the inclusive setting. The two staff have a sound knowledge of children's needs and backgrounds, enabling them to provide individual support.

Generally positive partnerships provide a channel for two-way communication between the setting and parents. Parents have access to all the policies and give their written consent as confirmation of receiving these. Parents have the opportunity to have a daily conversation with staff and to share any relevant information. Written consent for aspects of care, such as permission to take photographs or apply sun cream, further promotes children's welfare. Partnerships with others, including the school staff, are developing, therefore satisfactorily promoting children's learning and development.

Staff have started to evaluate and monitor the provision they offer and take into account the views of parents and children. They have a secure awareness of the strengths and areas to develop, with several strategies already beginning to be developed. This monitoring and evaluation enables staff to continuously improve learning opportunities for children.

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

Children are settled and confident in the setting. They are familiar with their surroundings, because they attend the school. This enables them to develop pride in their school and take ownership of the environment and resources. Children enjoy mark making using pens and paper or the whiteboard with markers. They design and construct using bricks, demonstrating perseverance as they build different models. Children enjoy opportunities to play different, boxed games, taking turns and learning to follow the rules. Use of the computers enables children to practise skills they have learnt at school, while playing familiar games. They print off the pictures they have created, demonstrating their sound skills in technology. Staff make observations of children's interests and use this knowledge to plan activities for the following day. However, the choice of activities is fairly limited and many resources are not used to provide a good level of support or additional challenges to engage all children.

Children gain a good understanding about the importance of a healthy lifestyle. They make choices from the healthy food options available, promoting their independence as they toast their bread, make a sandwich and put on the different spreads. Children then wash up their utensils, gaining an understanding of the process of meal times. All children understand they must wash their hands before eating and after using the toilet, as promoted at school. They help to clean the tables, learning about hygiene procedures for food preparation. Daily opportunities for large, physical play further promote a healthy lifestyle although children cannot freely choose whether or not to play outside, owing to the positioning of the playground.

Children effectively learn about keeping themselves safe. They understand well, the importance of using tools sensibly, including knives at snack time. Children learn why they must bend their legs when they jump from a height and to check that the mats are surrounding the equipment. Older children support the younger ones when playing, understanding their need for guidance. Staff remind children about taking care not to run indoors to prevent accidents when near others sitting on floor mats, or by the snack table. Children stay in one room and are collected by parents to help ensure that the arrival and collection procedure is safe.

Children behave well. They show respect for each other and show a strong sense of belonging. Children move around freely and confidently in the environment and forming good friendships with each other and the staff. Children accept each other's differences and embrace diversity through different activities and the various resources. Older children show a good awareness of responsibility, offering to help the staff carry things, set out activities or help prepare tea.

Children have some opportunities to use equipment to support their numeracy skills. For example, they enjoy threading coloured beads onto sticks, following sequencing cards. They use mathematical language when eating their tea and talking about their large sandwich or counting how many spoonfuls of sweet corn

they can have. Children are encouraged to talk about what they are doing and staff extend children's language. However, there is limited access to books, which prevents children from taking time to sit and share a book. Children access electronic equipment, such as computers, on a weekly basis, enabling them to soundly develop their future skills using communication technology.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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