

# Haxby Road KOOSH Club

Inspection report for early years provision

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**Unique reference number**

EY338322

**Inspection date**

11/04/2012

**Inspector**

Laura Hoyland

**Setting address**

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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.

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

Haxby Road KOOSH Club was registered in 2006. It is a privately run and managed setting and is part of Kaleidoscope Day Nurseries Ltd. It operates from the school canteen in Haxby Road Primary School, York. The setting has access to the school hall, computer suite, kitchen and toilet facilities. There is a large fully enclosed area for outdoor play.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting is registered for 50 children between the ages of two and eight years. There are currently 18 children on roll in the early years age range who attend for various sessions. The setting is open Monday to Friday from 8am to 6pm during school holidays.

The setting employs four members of staff of whom all have relevant childcare qualifications to level 3. The manager has a relevant degree qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into the setting by the staff who have sound knowledge of each child's individual needs and background. The setting has clear policies and procedures in place although some aspects of security and systems for accessing documentation are not fully effective. Staff provide a range of activities and learning opportunities for children who are eager to participate. Although, planning systems are not fully embedded children make steady progress in all six areas of learning. Generally positive relationships have been created with parents, carers and others and staff have a positive attitude to continually improving the setting.

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

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

- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare) 25/04/2012
- ensure records are easily accessible and available for inspection by Ofsted (Documentation). 25/04/2012

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

- develop further the systems in place that highlight children's achievements or their need for further support.

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

All staff have attended safeguarding training and are aware of the procedure to follow if they have any safeguarding concerns. This means children are appropriately safeguarded and protected in the setting. All staff have had Criminal Records Bureau checks and are safe to work with children. Staff ensure visitor identification is checked on arrival and record their visit into the visitors book. However, security systems are not sufficiently robust to ensure that intruders cannot access parts of the building. This is a breach of regulations. Risk assessments for the premises and outings have been conducted and are regularly reviewed to ensure risks are identified and minimised appropriately. This means children move around the setting safely.

Children have access to a range of resources and staff are aware of children's preferences when choosing activities. For instance, staff set up an outdoor painting activity so children can freely paint on the paths and walls. Staff are deployed effectively to ensure children's needs and wishes are met. For example, children ask staff to take part in physical activities outdoors while other children request support with computer programs. This means that children's individual needs and wishes are met.

The manager has taken steps to evaluate the provision and identifies the setting's strengths and some weaknesses. Staff have a positive attitude to continuous improvement. For example, they attend regular training courses to develop their knowledge and understanding of the Early Years Foundation Stage. All previous recommendations have been promptly and effectively addressed. However, some documentation to ensure the smooth running of the setting is not easily accessible to staff or available for inspection. This is a further breach of regulations.

Staff have formed generally positive relationships with parents and seek their views on the setting. For example, parent questionnaires are distributed regularly and breakfast times have changed to accommodate parents' wishes. Staff verbally share information with parents on children's time in the setting and encourage parents to stay and play. This means that parents are kept informed of their child's day and their achievements. Staff share information with the local schools where children attend to support children's progress in all six areas of learning.

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

Children are happy and settled at the club and are excited and eager to settle down and engage in the activities that have been provided. For example, children independently paint pictures using brightly coloured paint, rollers and different sized brushes before showing their achievements to staff. Other children play together pretending to be builders using role play saws and wear hard hats. This demonstrates children are developing confidence and self-esteem. Children

understand the setting's rules and boundaries because staff regularly remind them. As a result, children are developing an awareness of how to keep themselves and others safe.

Children are developing an understanding of adopting healthy lifestyles. For example, all children wash their hands when prompted by staff prior to sitting down for snack and meals. These are nutritionally balanced and children enjoy socialising at lunchtime as they sit in friendship groups. Children freely access the outdoor area and engage in a range of physical activities. For instance, children play football, cricket and ride on scooters. This supports children to develop their large muscles and coordination skills.

Staff know the children well and support them in their play. For example, children plan activities with staff including making Easter cards, in which they write their own personal messages for their families. This means that children are developing their communication, language and literacy skills sufficiently. Children also take part in baking activities. For instance, they bake biscuits and as a result they develop their mathematical skills as they weigh and measure the ingredients. Staff regularly observe children and link these to the six areas of learning, which ensures that all children make steady progress in their learning and development. Although in place, systems to highlight children's achievements or their need for further support are yet to be fully embedded.

Children have built positive relationships with each other and discuss the recent trips to local places of interests they have attended. They excitedly talk about making rock at the seaside and visiting a local wildlife park where they held and fed animals. This means that children are developing knowledge and understanding about their local community. Children behave well in the setting as staff give clear explanations of the boundaries. They happily share resources and consequently they are developing respect for themselves, their peers and staff.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable premises, environment and equipment). 25/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable premises, environment and equipment). 25/04/2012