

Kingsbridge Out Of School Club (KOOSC)

Inspection report for early years provision

Unique reference number	106153
Inspection date	19/06/2012
Inspector	Heather Morgan
Setting address	Kingsbridge Primary School, Belle Cross Road, Kingsbridge, Devon, TQ7 1NL
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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

Kingsbridge Out of School club (KOOSC) first opened in 1998. It operates from a temporary classroom at Kingsbridge County Primary School in Devon. Children also have access to the school playing fields and associated facilities. The club is managed by a voluntary, parent-run committee. It is open each weekday from 7.30am to 8.50am and from 3.15pm to 6pm, during school term time and between 8.30am and 6pm during school holidays. The club has close links with the host school. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for up to 24 children aged between four and under eight years, at any one time. Children up to the age of 11 years also attend. There are currently 22 children on roll, four of whom are in the early years age range. The club supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are 11 members of staff working with the children, seven of whom hold a relevant qualification, six at Level 3 and one at Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team are highly effective at promoting outstanding outcomes for children. Keeping children safe and secure is given the utmost priority. Staff work extremely well with parents, carers and other professionals to ensure that overall, children's welfare, learning and development needs are met exceedingly well. The team have a strong commitment to development and regularly reflect on their practice, adapting and enhancing their practice and successfully demonstrating their capacity for continuous improvement. Children using the club are highly motivated, confident and enthusiastic about the activities offered.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the procedures that are in place to exchange information with the host school to maintain and build on the effective continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding. Robust recruitment and induction procedures are implemented well to assess the suitability of adults working with the children. Staff attend regular training and have a comprehensive understanding of how to keep

children safe and secure. Staff are very familiar with the clear policies and procedures in place to support them in the event of any concerns. Policies are regularly reviewed and updated to take account of arising issues, such as the safe use of the internet. Rigorous risk assessment of the premises and activities successfully identifies potential hazards so that effective steps can be taken to minimise risks. For example, children gather together at the end of the school day so that staff can register their attendance and accompany them safely to the classroom used by the club. The management team provides very strong leadership. The ambition to provide the best possible service for children is well embedded across the staff team. Staff meet together regularly to reflect on the service they provide and make plans for the future. Self-evaluation is very effective because the staff critically analyse their practice and highly value the views of parents and carers, children and other professionals. This results in well-targeted actions for improvement that support continuous improvement, such as seeking individual support for children with additional needs. A strong commitment to inclusive practice is at the heart of the club's aims and objectives. Very good support is given to children with additional needs and every effort is made to ensure they access the activities of their choice. Close liaison with the reception class teachers enables staff to effectively monitor and evaluate children's progress in order to effectively promote continuity in their care and learning. Children develop great respect for others and enthusiastically learn about a range of cultures and traditions, such as exploring the celebration of Chinese New Year. Very well-established partnerships with parents and carers and other professionals ensure that staff know the children very well. They respond promptly to suggestions from parents and carers, which has resulted in improvements in procedures for collecting children, encouraging children to drink water and managing the time spent on the computer. Recently introduced systems for sharing information with reception class teachers has significantly enhanced procedures for assessing children's learning and effectively planning their progress and development. These procedures are due for review in respect of forthcoming changes to the Statutory Framework for the Early Years Foundation Stage to ensure they successfully support continuity in children's learning. The club is very well resourced and makes excellent use of the outdoor facilities to enhance the range of activities offered. The range of resources is used very effectively to provide a plethora of activities that capture and sustain the children's interest, both indoors and outdoors. Staff are deployed sensitively to ensure that children are well supported as they make independent choices in their play.

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

Children have a very well developed understanding of the importance of healthy lifestyles. They have devised rules for meal times which include following good personal hygiene routines to eliminate the risk of infection. They regularly choose to play outdoors in the fresh air and engage in many different physical activities to exercise their bodies. For example, they play ball games and climb on fixed-play equipment. They understand the need to drink plenty of water, particularly when the weather is warm. Children have a strong sense of safety and security at the

club. They enthusiastically choose and engage in favourite activities and have high levels of confidence and self-esteem. They agree rules that include respecting others, playing safely, reporting concerns to adults and challenging any behaviour that makes them feel uncomfortable. Consequently, children's behaviour is excellent and they play together harmoniously. Children show great concern for one another and respect each other's differences. For example, they understand that not everyone is comfortable reading aloud so do not expect every child to take a turn at reading out their rules at snack time. They enjoy tasting foods from around the world as they learn about other cultures and traditions. Staff regularly consult the children to ascertain their views and preferences. This enables them to effectively plan activities that capture and sustain the children's interest well. Children are given many opportunities to make independent choices, particularly between playing indoors or outdoors and consequently children are highly motivated and actively engaged in activities throughout the session. There is a strong focus on promoting children's personal, social and emotional development and developing their physical skills in order to complement their learning at school. Nevertheless, careful planning of activities provides opportunities for children to develop their learning in all areas. For example, they access a wide range of resources to create colourful and imaginative artwork, such as making bunting to celebrate the forthcoming Olympics. Children explore the natural world as they observe the life cycle of tadpoles. They engage in imaginative play both indoors and outdoors, using commercially produced play equipment and simple resources, such as large swatches of material. They use the computer confidently to play games and to type up stories they have made up. Staff ensure that planned activities are adapted effectively so that all children attending, regardless of their age or stage of development can access and enjoy them. They are aware of the different learning styles of some of the children, for example, ensuring there are physical activities to interest the boys and innovative and varied craft activities to sustain the interest of the girls. Nevertheless, all children are encouraged to participate in all the activities on offer if they choose. Staff observe and assess the children, keeping clear records of their progress and development. These are shared with the reception class teachers and information is used to plan activities that build most successfully on children's prior learning. Staff plan to keep their record keeping procedures under review to ensure they continue to support children's outstanding developing skills for future learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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