

Keinton Kids

Inspection report for early years provision

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Inspector

Anna Sketchley

Setting address

Keinton Mandeville Primary School, Chistles Lane, Keinton
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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

Keinton Kids has been registered since December 2006. This privately owned breakfast and after school club operates from the Keinton Mandeville Primary School, which is situated in the village of Keinton Mandeville in Somerset. Children have use of the school hall, library, a small room for storage and quiet activities and the school grounds. Children attending the club are pupils at the primary school. Keinton Kids is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged from four to under eight years may attend the club at any one time, and there are currently 55 children on roll. The group opens Monday to Friday, during school term times only, from 8am to 8.30am and from 3pm to 5.30pm. The club supports children with special educational needs and/or disabilities. There are three members of staff. The leader holds a National Vocational Qualification in Play at Level 3 and one member of staff is currently training in play work.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Keinton Kids is a good setting run by an experienced team of practitioners. They ensure that children are well cared for and enjoy stimulating activities in a relaxed and safe environment. Careful observations of children's learning and development are undertaken on a regular basis, but these are not always used in formal planning when deciding on activities to support children's progress. However, because children are very well known to all adults, their needs, especially those with special education needs and/or disabilities, are well met. The partnership with parents and carers is exceptionally well established and very good links exist with the school on the site. Staff meet regularly to evaluate what is being offered to children and develop their practice, ensuring 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:

- ensure good hygiene practises are consistently promotedPreviousensure all electrical sockets are inaccessible to childrenPreviousensure the complaints procedure contains the correct contact details for OfstedPreviousensure the child protection policy refers to the Local Safeguarding children Board.Previous

The effectiveness of leadership and management of the early years provision

Safeguarding and risk assessments are a strong feature. All policies and procedures are strictly adhered to and recommendations from the last report have been implemented. Robust procedures are in place to ensure children's safety, for example adults are fully trained in first aid and child protection. Children learn how to keep safe and play safely both inside and outdoors, listening carefully to instructions. A snack is not provided, but children may bring their own and parents and carers are asked to send a healthy snack. Water is available at all times. The club does not allow sweets. Children are now guided to wash their hands before snack and a table is provided for them to sit together sociably. This is an improvement since the last inspection. As a result, children play and relax in a safe, healthy, calm and enjoyable environment at all times. The club is well led and managed and staffing exceeds requirements; as a result children are well supported. Although no formal self-evaluation procedures are used, staff meet regularly to discuss and plan activities and identify practice that could be improved. An example of this has been the leader's drive to improve the interaction between adults and children. This is now good and all staff spend almost all of their time joining in with the children's imaginative games outside or introducing them to table-top resources whilst extending children's speaking, listening, language and number development. Resources have been improved recently and finely tuned to those in which children have shown an interest, especially small construction equipment. Although there are no written weekly plans for activities, children's interests are taken into account. School activities and areas of interest that are topical in school are modified to make them appropriate as activities for the club. An example of this was activities based around the recent Jubilee celebrations. In this way the club regularly supports children's learning and development. Careful and regular observations are undertaken for children in the early years age group, although these are not always used formally to plan the next steps in their development in order to maximise their learning. Equality and diversity are embedded well and the club is fully inclusive. All children are treated equally and there is no discrimination. A very good relationship exists between the club and the host school, allowing for an efficient continuity of care. For example, children are able to attend after-school clubs before joining the kids club. Children with special educational needs and/or disabilities are particularly well supported because adults know and fully understand their needs. Parents and carers are kept exceptionally well informed through personal contact with staff. They have a very high opinion of the club, the flexible way in which it operates and the seamless way in which children are so safely cared for, saying it is 'invaluable' to them and that it 'makes a very important contribution to the community'.

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

The club meets children's social and emotional needs well. Children with special educational needs and/or disabilities are particularly well supported because all

adults are very familiar with their needs. This ensures all children make good progress in relation to their starting points. Activities are inviting, stimulating and well organized. On arrival children choose their activities from a wide range of interesting and imaginative toys and settle quickly and happily. They are confident in their surroundings and older children are good role models for the younger ones. Those with a snack sit companionably together, understanding the importance of washing their hands before they begin. They have a good knowledge of healthy eating, understanding that fruit and vegetables are good for you. Adults interact well with children, playing board games, such as draughts, and making intricate models. Children develop their fine physical skills while using a tiny spanner and building skilful marble runs with small construction equipment. They practice their pencil control as they draw and colour. Children play indoor football safely using a soft foam ball, being aware of the space and observing carefully the area allowed. They co-operate, share and take turns well and they ask for toys very politely. They say 'We get on well together. It's fun here.' Good opportunities exist for children to spend some time in a quiet area, completing homework or reading to themselves or to an adult. Counting and 'sounds' games and guessing names of fruits, for example, supports children's learning and development in literacy and numeracy in a relaxing and fun atmosphere. Children learn about other faiths and cultures through the introduction of persona dolls and books. Outside children play imaginatively and exceptionally well, both together and with adults. They thoroughly enjoy all the different areas that the grounds provide, exercising energetically on the school's play equipment, strengthening their muscles and developing their physical skills and co-ordination. Adults are very aware of children's needs and ensure that they have sufficient water to drink whilst playing outside. As well as what is provided within the grounds, the club thoughtfully provides such outdoor activities as wigwams, tunnels, table tennis and a parachute. However, there is limited storage on site so these are not always available every day. Children demonstrate a very good understanding of keeping safe as they observe the boundaries set in such a large open space. When parents and carers arrive children remind them to 'sign me out'. Through helping to tidy up and put toys and activities away children learn to make a useful contribution to the club. All the skills children learn, especially the very good personal and social skills, prepare them well for the future.

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	1

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