

School Lane Kids Club

Inspection report for early years provision

Unique reference number 206232
Inspection date 09/07/2012
Inspector Yvonne Layton

Setting address Dronfield County Infant School, School Lane, Dronfield,
Derbyshire, S18 1RY

Telephone number 01246 290880

Email

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.

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
W: 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

School Lane Kids Club is run by a committee. It opened in 1996 and operates from Dronfield Infant School, Dronfield, Derbyshire. The club is open each weekday from 7.45am to 9am and 3.15pm to 6pm during term time and from 7.45am to 6pm during school holidays. All children share access to an enclosed outdoor play area.

The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the club at any one time. There are currently 41 children on roll, 19 of whom are within the early years age range. The club supports children with special educational needs and/or disabilities and also supports those who speak English as an additional language.

There are eight members of staff, all of whom hold an early years qualification at a level 2 and 3. The club is currently in the process of recruiting additional staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and content because the staff liaise closely with parents to ensure continuity of care and learning. Generally, planned and free-choice activities are suitable and most areas of learning are visited, so that they have fun and make sound progress. The staff and management have a secure knowledge of how to safeguard children and generally their safety is assured. There is a proactive commitment to develop the quality of the setting and to make continuous improvement. However, the recently amended systems are not fully incorporated into practice and there are on-going plans to improve the setting. Therefore, the impact of these on children is not able to be assessed.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum, with particular regard to the security of the outdoor area and the storage of equipment indoors (Suitable premises, environment and equipment). (also applies to both parts of the Childcare Register) 27/07/2012

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

- complete, implement and embed the review of documentation and

- educational programmes
- develop staff knowledge and confidence in extending activities and providing challenge and stimulation to all children during activities
- provide and organise resources and materials, so children can make their own choices, in order to express their own ideas and maintain their interest throughout the daily routine.

The effectiveness of leadership and management of the early years provision

Children are effectively protected as the staff have a sound knowledge of their responsibility for safeguarding children and their welfare is generally promoted well. All required and many additional records, policies and procedures are in place. However, the management team are in the process of reviewing and improving all documentation to ensure that they are fully robust and effective. Overall, children are kept safe as the staff are alert to their safety both inside and outside the setting and daily risk assessments make sure that children are protected. Security within the inside of the club is effective with systems to ensure that access to the setting is limited and the children are only collected by a known adult. However, there is a potential risk to children's safety when they are outside as the outer gate is not secure. Within the main room, there is a potential hazard to children's safety as chairs and tables, which are not related to the club are stored in the main room. The staff are appropriately clear about their individual responsibilities and there are established procedures for visitors to the setting. Children's health is supported as there are well-established hygiene procedures and routines. The club provides nutritious meals and snacks.

Daily discussions with parents develop partnerships. These are supported by a parent pack, which details the most pertinent policies. Regular newsletters keep parents informed of events and they are actively involved in the management committee. Parents and children are able to make their views known through a suggestion box. Children's individual needs are recorded and their starting points are identified by settling-in observations. These links support staff in knowing children's needs, in order to meet their individual requirements. Parents are able to view and contribute to their child's development file. This ensures that they are informed and involved in their children's learning and development.

Children's individuality is recognised and all children are included in activities. There is sound recognition of meeting children's age and development needs as the club has implemented early years and junior areas. These provide a specific focussed area for these children. A key person system also promotes children's learning and welfare. Links with the associated schools are secure with joint sharing of information to meet the children's individual needs.

The club, management and staff have undergone major changes and challenges since the last inspection. Recognition is given to the substantial work undertaken to secure improvement. The management team have strong aspirations and commitment to develop the setting and to increase the quality of the care and learning of the children. Their drive is reflected by the staff team who are actively

responsive. The actions from the last inspection have been addressed effectively and overall, the recommendations have been met. Areas to develop are well-targeted and changes are made in workable stages. However, currently the amended systems and procedures are not consolidated and embedded. The setting have their own action plans to complete and therefore, it is not possible at this stage to identify the impact on the children.

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

Children are happy at the club and good relationships are evident between them and the staff. They are helped to make satisfactory progress and their development is encouraged as the staff are appropriately knowledgeable about implementing all aspects of the learning and development elements of the Early Years Foundation Stage. Basic planning is led by children's interests and ideas. However, there are some lost opportunities to enhance children's learning and development as the planning is not effective in ensuring they are fully engaged in stimulating activities and that all areas of learning are visited.

Children communicate well and confidently share their views and opinions. They hold detailed discussions with adults. Staff do engage children in conversations but often take a monitoring role in activities. They are not fully confident in extending and providing challenge to children during child-initiated or planned activities. Individual assessments are in place, which detail children's progress, development and possible next steps. Routines are used to support children's social development. For example, older children are encouraged to support the younger children. They are learning sound social skills as the staff promote positive behaviour.

In the main, children are able to self-select and request resources, which are available indoors and outside. However, the selection of mark making and art and craft resources available is not sufficient and limits their ability to explore and be creative. Overall, the activities provide a satisfactory basis to support children's learning. However, some activities and the routines within the club do not provide sufficient challenge to keep all of the children engaged leading to some becoming restless and over excited in their own robust play. This is applicable to the time before tea when most activities are cleared away. The quality of the book area does not provide opportunity for children to relax and be quiet in a comfortable environment. Children are appropriately supported to be imaginative as they have access to a wide range of dressing-up resources. They create their own imaginative scenarios. For example, they use a camouflage net to make a house. Children are supported in developing their sharing skills and working together as the club offers a range of traditional table top and board games.

Children's health, well-being and learning are soundly promoted as the importance of outdoor activities is recognised within the club. They are able to undertake challenges safely as they use balancing equipment. Children's physical well-being and skills develop as they play football, pool, cricket and other physical games. They feel safe with the staff as they confidently approach them and feel secure in

their surroundings. They learn about possible dangers and how to keep themselves safe through consistent reminders.

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
--	---

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	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

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

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 (Suitability and safety of premises and equipment). 27/07/2012

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 (Suitability and safety of premises and equipment). 27/07/2012