

Little Tinkers Kids Club Heswall

Inspection report for early years provision

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Inspector

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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

Little Tinkers kids Club Heswall is privately owned and managed and was registered in 2004. It operates from the canteen and pre-school room within Heswall Primary School which is situated in a residential area of the Wirral. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children aged eight to 11 years. The club serves children who attend the school. The club is open Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during term time.

There are currently 46 children on roll. Of these 34 are under eight years of age and of these eight are within the early years age range. The club supports children who speak English as an additional language. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three staff including the manager, who work directly with the children. Of these, one holds a qualification at level 3 in early years and one holds a qualification at level 3 in playwork. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy spending time in an inclusive and friendly environment where they have developed close and considerate relationships with staff and their peers. Overall, children enjoy an appropriate range of activities which cover most areas of learning, although the organisation of routines and resources, including the outside area is less well developed. Staff successfully provide an environment that is safe and secure for children. They have developed good partnerships with parents and carers and other early years professionals. Overall, the club use an appropriate system of self-evaluation to help them to monitor the provision, but this is not always used effectively to identify areas for improvement. As a result the club demonstrates a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of the provision for children
- improve the way routines and resources are organised to create a stimulating

environment to encourage children's interests and curiosity both indoors and outdoors

- develop further opportunities for children to access outdoor play areas on a daily basis all year round
- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a good understanding of safeguarding procedures and what to do if they have concerns about a child's welfare. Sound recruitment, induction procedures and ongoing suitability checks ensure that all those that work with the children are suitable to do so. All visitors are required to sign in and out. Fire evacuation is carried out regularly and accurately recorded; ensuring children have a good understanding of how to keep themselves safe. All staff have appropriate first aid training, food hygiene certificates and have attended safeguarding training. All required documentation and consents relating to the children's welfare are in place.

Staff meet regularly to discuss practice and plan activities. However, the organisation of routines and resources limits the club's ability to create a stimulating environment which encourages children's interests and curiosity both indoors and outdoors. In addition many of the resources are stored in a corridor cupboard which is not freely accessible to the children. This impacts on their ability to make independent choices and extend their play. The club has carried out some self-evaluation, for example, completing the Ofsted self-evaluation form and asking for parents, carers and children's view about the provision. However, the rigour and levels of monitoring and analysis to effectively identify key areas for improvement and therefore improve the quality of the provision for children are uneven. The recommendations made at the last inspection have been suitably addressed.

Parents and carers are complimentary about the club and how it operates. They have regular opportunities to contribute to their children's learning and development journals and are able to suggest improvements to the provision through questionnaires. Staff have also developed a leaflet to inform parents about the Statutory Framework for the Early Years Foundation Stage. There are good links with staff in the host school and with other early years practitioners to ensure children's individual needs are planned for, particularly those who speak English as an additional language. These ensure children receive a complimentary curriculum and continuity of learning and care. Inclusive practice and equality policies and procedures are satisfactorily implemented throughout the club and as a result each child's individual needs are recognised and supported appropriately.

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

Children are cared for in a welcoming and clean environment where they have positive relationships with staff and their peers. Staff work well to establish children's starting points. For example, when children first attend the club parents and carers are asked for information about children's interests and what they can do. Staff observe children as they play, using their observations to ensure that each child's needs are met appropriately. Children are also able to contribute to their own learning and development journals.

Children are happy and settled as they rest and relax watching films with friends in a quiet area with comfortable cushions. Other children enjoy playing with a range of dressing up clothes. For example, older children confidently help younger ones when dressing up in Saris or pretending to be police officers and pirates. Children use language appropriately to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children use their imagination appropriately when making models from dough or building using construction toys. Other resources available to children include some mark-making tools and a range of books. External visitors are sometimes invited into the club, helping children learn about topics such as road safety. However, the range of resources offered does not fully promote all areas of learning. For example, opportunities for children to use information and communication technology and programmable toys to support their learning are limited. As a result children are developing satisfactory skills for the future. The club has developed an appropriate range of resources to promote children's awareness of equality and diversity and encourage them to develop their learning in this area by celebrating cultural events such as Chinese New Year.

Children are well behaved and chat confidently to staff about their school day when they arrive in the club. Staff remind children of the rules and their views are valued when agreeing codes of conduct for a harmonious group. Children receive regular praise and encouragement, which helps boost their self-esteem. They follow appropriate personal hygiene practices, such as, washing hands before eating. Children benefit from healthy snacks and are able to develop their independence skills by pouring their own drinks and helping to tidy away after snack. They are confident to ask adults for help when cutting up fruit. The outdoor area, which includes a covered area, is well resourced and offers a range of physical play opportunities. However, opportunities for children to access outdoor play on a daily basis all year round; particularly in poor weather conditions are limited. This impacts on children's ability to learning about the importance of regular exercise as part of a healthy lifestyle.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	3
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