

Whitecross Kids Club

Inspection report for early years provision

Unique reference number	101811
Inspection date	23/07/2012
Inspector	Hilary Tierney

Setting address	Church Road, Lydney, Gloucestershire, GL15 5DZ
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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

Whitecross Kids Club opened in July 1994 and it is managed by the district council. It operates from a room within the leisure centre, which is situated in Lydney, in the Forest of Dean. The children also have use of the sports hall, gym, and occasional use of the swimming pool. The field and Astroturf are used for outdoor play. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may provide care for a maximum of 26 children aged from four to eight years of age at any one time. The group provide both after school care and a holiday play scheme. The out of school club is open each weekday from 3.30pm to 5.30pm during term times. A private bus service collects children after school from three primary schools in the local area. Currently the out of school group have 41 children on roll, of whom three are in the early years age group. The holiday play scheme operates from 8.30am to 5.30pm during the school holidays, which includes five weeks during the summer holidays depending on the numbers. There is no play scheme during the Christmas holiday. Children may attend from a wide catchment area. The setting offers support to children who have special educational needs and/or disabilities and those who speak English as an additional language. A team of five staff work with the children on a rota basis, all have appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and well occupied during their time at the setting and staff interact well with them as they play. Some paperwork was not readily available for inspection and staff were unclear about the need to obtain some details from parents. Although children demonstrate they feel safe, regular fire evacuations are not practised and they are not always encouraged to follow good hygiene practices. There is a satisfactory partnership with parents and information is shared regularly with them when they collect their children. Staff evaluate their practice and areas for improvement have been identified showing they have a drive to improve.

What steps need to be taken to improve provision further?

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

- keep records of the information used to assess suitability of staff to demonstrate that checks have been done, including the unique reference numbers of CRB Disclosures and the date on which they were obtained (Suitable people) 07/08/2012
- obtain information in advance of the child being 07/08/2012

admitted, about who has legal contact with the child and parental responsibility for the child (Safeguarding and promoting children's welfare)

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

- review systems so that regular evacuation drills are carried out and details of them recorded
- encourage and develop children's awareness of health and hygiene, with regard to hand washing procedures

The effectiveness of leadership and management of the early years provision

Staff are aware of the safeguarding procedures and what to do if they have any concerns about children in their care. Any accidents that may occur are clearly recorded and shared with parents on the day. Information used to check the suitability of staff, which includes the unique reference numbers of Criminal Records Bureau (CRB) disclosures and the date on which they were obtained, are not kept on the premises and were not easily accessible for inspection. This is a breach in requirements. The staff were unclear about why they need to obtain information about who has legal contact with the child and parental responsibility for the child. Children who attend the holiday play scheme demonstrate a clear understanding about what they need to do if the premises needs to be evacuated. However, fire evacuation procedures are not practised regularly during both the holiday play scheme and the after school club. Risk assessments are suitable and cover all areas the children use, including the outside areas of the centre.

Resources are balanced and easily accessible and children understand they are able to access these freely as they play. Staff promote equality and diversity in the group and support children's learning about differences in the community satisfactorily. There is a suitable partnership with parents and information is shared with them when they collect the children from the group. Parents are asked to complete questionnaires regularly and their comments are very positive about the care provided. The partnership with other early years settings, such as the local schools children attend, is being developed. Details show that the staff have recently contacted them to share information.

The self-evaluation process is on-going, although, future plans are limited. They are likely to bring about some improvement to the provision and staff demonstrate they are motivated to seek further improvement and development for the group.

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

Children are happy and kept well occupied during their time at the setting. Staff obtain details of children's individual needs when they first start at the setting and this helps them meet children's individual needs adequately. They understand the rules of the group and are involved in devising the ground rules, such as being kind to each other and sharing. As a result, children are well behaved.

Children are given choices from the range of activities on offer. They enjoy playing in the large sports hall and completing an obstacle course developed by the staff. They share and take turns well. The children all attend from different schools and do not necessarily know each other when they start, but they make friends quickly and interaction between them is satisfactory. The older children help the younger children during activities. Children enjoy drawing pictures of Olympic torches and enjoyed taking part in an Olympic quiz. A group of children organised their own raffle and went to other children, asking them to pick names for winners.

Children's ideas and suggestions are regularly requested about what they would like to do and activities they would like to do next. A children's day book is used and children regularly use this to record what sort of day they have had and whether they have enjoyed themselves. Children enjoy working together when making train tracks and using the trains and cars around the track. Another group of children sit with a member of staff and make up stories, which they write on a large piece of paper. They have opportunities to develop their imagination well and read their story to the others.

During the holiday play scheme children bring in their own lunch boxes and drinks. After physical activities, children are reminded to have a drink or to take their drinks bottles with them when they go to the hall. However, before snack time children are not encouraged to wash their hands before they eat. Whilst eating snacks children tend to wander around and eat. At lunch times, children wash their hands using the same bowl of water. Children sit well when they eat lunch and are able to watch a video of choice. Children are able to enjoy the outside spaces regularly and use the tennis courts, field and surrounding areas.

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

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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	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:

Met

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

Met