

# Out of School Kids Club UK Ltd

Much Woolton Catholic Primary School, Watergate Lane, LIVERPOOL, L25 8QH

## Inspection date

04/10/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff have a satisfactory understanding of the Statutory Framework for the Early Years Foundation Stage framework and plan and provide a varied range of resources and activities.
- Children freely select which resources they want to access or which of the activities provided they want to participate in.
- Staff greet children warmly and show a genuine interest in them as they talk with them about what they have been learning in school.
- Safety is a high priority and all staff are aware of their responsibilities to ensure children are safe and the required documentation is maintained.

### It is not yet good because

- There was no evidence available about how the self-evaluation process takes into account the views of the staff, children and their parents, or demonstrating that it is the result of careful monitoring, analysis and challenge.
- There are no planned opportunities, particularly after exercise, for children to be allowed to talk about how their bodies feel and develop further their understanding of being healthy.
- There are no planned opportunities for children to be involved in the designing of practical, attractive environments, for example, planting and taking care of flower tubs and pots.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed a variety of documents and children's records.
  - The inspector was shown around the areas, both inside and outside, which are accessed by the children and observed activities in those areas.
  - The inspector spoke with staff, children and three parents as part of the inspection visit.
- The inspector sampled some of the settings documentation including the
- registration system, written policies, planning and evaluation documentation, children records and also evidence of staff suitability.

## Inspector

Gillian Sutherland

## Full Report

### Information about the setting

Out of Schools Kids Club UK Ltd was registered in 2012. It operates an after school provision in designated areas within Much Woolton Catholic Primary School in Liverpool. There are fully enclosed playgrounds and a 'Trim Trail' available for outdoor play. The

provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and serves children attending the Much Woolton Primary School. The provision opens Monday to Friday term time only. After school sessions operate from 3.30pm to 5.45pm. There are currently 38 children aged between four and 11 years old on roll.

The setting employs seven members of staff in total, the majority of whom hold appropriate early years qualifications. The setting receives support from the local authority. It is a member of the Out of School Learning Alliance.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure opportunities for children to develop their outdoor learning are in place and involve them in the designing of practical, attractive environments, for example, the creating of the sensory garden.

#### **To further improve the quality of the early years provision the provider should:**

- improve systems to show how the setting's self-evaluation document includes the views of parents and children and is used to assess strengths and weaknesses and to drive improvement
- plan and provide opportunities, particularly after exercise, for children to be allowed to talk about how their bodies feel.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff in the out of school setting have familiarised themselves with the changes to the revised framework and can identify the seven areas of learning before describing how the different activities and resources available to the children link into these. The areas used for play are well organised and welcoming with resources set out prior to children's arrival. The main playroom is set out for snack time and leads out to well-equipped outdoor play areas. Here children develop their physical skills as they use the playgrounds, one of which is complete with a 'Trim Trail'. These wide open play spaces surrounded by bushes and grassed areas ensure children's physical development is promoted.

Activities are changed frequently throughout each session and are dependent on the planned activities and the wishes of the children. Toys and resources are plentiful and age and developmentally appropriate. They are set out in such a way that promotes children's

independence as they go and select which ones they want to play with. For example, children actively engage in two activities which promote different areas of learning. They proceed to make their own play dough and under the close supervision of the staff, measure out the ingredients, slowly adding the liquid and desired food colouring before mixing it into a malleable dough. They chat to the member of staff and each other about the different smell and texture of the play dough. Then using rolling pins and shape cutters they create the different shapes, one finished shape was described as a big pancake. Another activity involves the children collecting leaves from the edges of the playground and using a selection of paints which they cover the leaves with and let dry before sticking them on to the 'Grandparents Day' cards which some children decided to make. They used the primary colours before experimenting mixing them together to create a different colour. Both of these activities promote children's understanding of creative design and expressive art plus their language and mathematical development.

Some children chose to play other games and politely asked for the pool table. This was set up and two children enjoyed playing with it, looking and recognising the numbers on the different balls. They take turns and the more experienced child proudly shows the other child how to hold the cue properly and then guides the ball into the corner of the table. The setting has lots of different games that are used indoors and help children to share and take turns. Outdoors, children go off to play and here there are opportunities to develop their running and ball skills as they play football or go to find a ladybird. Children then talk about the different colours of the ladybird, examining it at close quarters before letting it go. They have lots of opportunities to develop their balancing skills as they skilfully use the stilts or access the climbing and balancing equipment in the 'Trim Trail'. When they come back into the playroom some children go and help themselves to a drink whilst others proceed to access the dressing up clothes. However, staff do not engage them in meaningful conversation about how their bodies feel after participating in energetic activities, or why, as part of a healthy lifestyle, they might need a rest or a drink after such play. This means they do not learn how their bodies work or understand their needs.

There is a balanced range of both adult-led and child-led activities taking place throughout each session. Children are aware of what other games and resources are available and ask a member of staff if they can have a certain game or activity. The staff are aware that the main teaching is done during the day whilst the children are in full time school. They understand their role is to plan and provide activities which complement the themes currently operating in the reception classes. The current one is bears and the out of school staff are already planning a bear hunting activity and possibly a teddy bears picnic, either indoors or out. When the parents arrive to take them home, children eagerly talk to them or show them what they have been doing in after school club, before saying their goodbyes to staff and friends and leave for home.

**The contribution of the early years provision to the well-being of children**

Children are greeted warmly by the staff as they enter the out of school club and quickly settle down to talk to their friends and, in some cases, siblings. They settle quickly into an environment which is welcoming and where activities and resources are set out in such a way that promotes their independence. Many of the resources and planned activities clearly address how the learning and development needs of the children are met. Planned activities for children with different cultural and religious needs are included in the planning of the activity programme. Activities which develop children's understanding of outdoor learning are limited which means they do not have opportunities to understand the natural world, particularly how plants grow and how to use their sense of smell and touch.

Snack times are social occasions where the children sit and enjoy a snack and drink with their friends, possibly from different classes. Usually staff sit down with the children joining in their conversations about their day at school. Gentle reminders from staff ensure that children go and wash their hands before they sit down for snack. Drinks are freely accessible to children throughout the day, as is fresh fruit which is cut up and put in iced water. Children's behaviour is well managed. They learn to share, take turns and play cooperatively. The older children support and help the younger ones if, for example, they are playing a game and need a little help. The children have participated in devising the rules for the club which are displayed on the wall. Staff are good role models for the children, speaking courteously to them at all times. Children attend the school and are therefore familiar with the areas they can access.

### **The effectiveness of the leadership and management of the early years provision**

Safety is an aspect which is strong and the manager has completed risk assessments for all areas accessed by the children attending the out of school club. A daily checklist is also maintained. The manager has devised a safe evacuation route from the area used. Children are made aware of the procedures to follow in the event of a fire or emergency as fire drills have been practised. There is a comprehensive set of policies and procedures on display and also stored in a separate file. A copy of these policies is given to parents as and when requested. The safeguarding policy contains the appropriate telephone numbers of the different agencies they might need to contact should there be any concerns about a child in their care. Staff are aware of their responsibility to report any concerns to the designated safeguarding officer. It also contains the procedures to be followed in the event of an allegation of abuse being made against a member of staff.

The manager is committed to improving the service provided by ensuring that staff can attend additional training when possible. The children's record forms completed by the parents prior to care commencing contain most of the required information and the educational provision is monitored appropriately to ensure children's learning at school is complemented. The manager and staff have a secure understanding of the need to work with other professionals when the need arises. Self-evaluation does not demonstrate how strengths or weaknesses have been effectively identified and addressed or how parents

and children's views have been formally sought. This means opportunities are missed for parents and children to help drive improvements.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

**Setting details**

<b>Unique reference number</b>	EY443795
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	790058
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Out of School Kids Club UK Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02841434419

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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