

Kidz Own Out Of School Club (PIE)

Coten End Primary School, Coten End, WARWICK, CV34 4NP

Inspection date	09/11/2012
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children play and learn in spacious, bright, purpose-built premises attached to the school.
- Space is used very creatively and children enjoy free-flow access to an attractive, fully-enclosed outside play area.
- Practitioners plan a wide range of interesting learning experiences that reflect children's interests.
- Children have an enjoyable experience.

It is not yet outstanding because

- There is more scope for children's independent exploration of media and materials.
- Children's understanding of the benefits of exercise and the impact on their bodies could be reinforced through further discussion.

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 observed activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records, planning information, and a range of other documentation.
- The inspector took account of the feedback from parents and carers, and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

Kidz Own Out of School Club opened in 1999. It operates from purpose-built premises attached to Coten End Primary School in Warwick. The club has use of the school playgrounds and outdoor areas. The out of school provision serves children attending Coten End School and the holiday playscheme caters for children from the wider community. The group opens five days a week all year round. Sessions are from 8am until 9am and 3pm until 6pm during term time, and 8am until 6pm during school holidays.

The club is registered on the Early Years Register and both parts of the Childcare Register. There are currently 108 children on roll. Children attend for a variety of sessions. The club supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The setting employs 11 practitioners including the manager, eight of whom hold full and relevant childcare qualifications to at least level 2. A kitchen assistant is also employed.

What the setting needs to do to improve further

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

- open up opportunities to help children think about what they want to make, the processes that might be involved and the materials and resources they might need
- encourage children to notice the changes in their bodies after exercise, such as their heart beating faster.

Inspection judgements

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

Play underpins the delivery of the Early Years Foundation Stage. All children have ample opportunities to play indoors and outdoors, and children learn with enjoyment and challenge. There is a good balance of child-initiated and adult-led play based activities. The stimulating and well-equipped environment successfully reflects children's backgrounds and the wider community. As a result, children are motivated, interested and keen learners. Sensitive observational assessment is used effectively to identify the next steps in each child's learning and to guide planning. The rich and varied educational programme is delivered by a team of competent and knowledgeable practitioners who have a clear understanding of how children learn.

Children happily pursue their own interests and are engaged in a variety of enjoyable learning experiences. The games consoles are popular and children have fun as they enter tournaments and competitions. Children practise movement skills through snooker, table tennis and table football. They showcase their skills as they perform in talent shows, use the karaoke machine and record short videos of their peers. Children adore building dens using tarpaulin sheets and giant construction shapes. Challenging and energetic games inspire the older children, such as darts, dominoes, archery and quoits. In addition, older boys take pleasure playing football and basketball in the school's outdoor ball court. Younger children giggle in delight as they play 'Hide and Seek'.

Children enjoy a range of art and craft activities such as painting, junk modelling and using clay. However, more could be done to encourage children to use their skills and explore concept, ideas and processes through their own representations. Nevertheless, children have ample opportunities to engage in practical activities such as making jewellery, stitching hand puppets, experimenting with science kits and interconnecting wheels and cogs. A wide variety of activities supports children's choices to be active or to rest. All children relish the opportunity to sink into giant beanbags or relax on the sofa in front of the big screen to watch a movie. Children display high levels of confidence and self-esteem along with a delightful sense of belonging.

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

Practitioners are highly skilled at boosting relationships and routinely encourage children to share, take turns and play cooperatively. Consequently, children establish friendships and play and learn harmoniously. Relationships are strong and practitioners are sensitive in their management of children and their behaviour. Children are consistently motivated by the learning opportunities provided and show high levels of self-control. Practitioners open up ample opportunities to promote children's independence, and older children develop a good sense of responsibility as they give out snacks, tidy away toys and resources and help younger children. In addition, children are supported to make choices and subsequently feel some control over their day. Practitioners act as very positive role models.

Children gain a good awareness of what constitutes a healthy lifestyle through planting and growing experiences, tasting activities and baking. Efficient personal hygiene routines are in place and children understand the importance of regular hand washing. Children demonstrate a positive approach towards eating healthily and confidently choose from a variety of wholesome and nutritious options at the kitchen bar. They benefit from ample fresh air and exercise and engage in a wide range of physical activity including chasing games, rounders and limbo dancing. However, practitioners are not yet fully focused on raising children's awareness of the benefits of exercise and the impact upon their bodies. Nonetheless, children thrive within a warm, welcoming and happy environment.

Children respond very positively to boundaries and the club rules which are introduced at registration and reinforced as and when required. Practitioners are vigilant and attentive, and routinely equip children with the skills to keep themselves and others safe. As a result, children are spatially aware, remain seated while using scissors and other sharp implements and are mindful of others. Older children are fully briefed about safety as part of the induction procedures. In addition, children learn about road safety and practise the emergency evacuation procedure on a termly basis. Constant reappraisal of the environment and activities ensures that children's safety is secured at all times. Practitioners offer warm and responsive care and keep a firm focus on children's individual needs.

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

Concise policies, procedures and strategies are in place to protect children's welfare. Documentation reflects a positive approach to meeting the individual needs of all children, and promotion of equality of opportunity is at the heart of the provision. All children are valued, and provision for children with special educational needs and/or disabilities is good. A culture of reflective practice, self-evaluation and informed discussion improves the quality of provision for all children. Practitioners are committed to improving outcomes for every child and building the foundations for future success. As part of this, practitioners are fully supported to improve their qualification levels. Recommendations from the last inspection have been fully addressed to enhance the learning, development and care on offer.

The provision works successfully in partnership with others to promote continuity of care for children. Feedback from parents indicates the strong level of satisfaction they feel and comments, such as 'warm, welcoming, home-from-home atmosphere', 'wonderful, spacious environment' and 'excellent mix of staff' epitomise their views. Parents are provided with valuable opportunities to share their thoughts and feelings to help shape future provision. An enthusiastic team of practitioners share a common vision to engaging key agencies and improving outcomes for children and their families. Tangible links with the school helps to ensure that learning is purposeful and progressive. Practice is fully inclusive and practitioners are committed to caring for children appropriately for each family.

Arrangements for safeguarding are robust and the environment is safe, secure and supportive. The provision has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Robust systems are in place with regard to risk assessments, vetting and recruitment practices and arrival and departure procedures. There are clear strengths in all aspects of leadership and management and the manager, who endeavours to create a 'family-orientated' atmosphere, is dedicated to her role. Children's all-round development and emotional well-being is supported through a range of experiences relative to their ages.

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
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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

Unique reference number	EY381307
Local authority	Warwickshire
Inspection number	821558
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48

Number of children on roll	108
Name of provider	Kids Own Out Of School
Date of previous inspection	26/05/2009
Telephone number	01926 497264

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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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