

Kids Fun Klub

All Saints Millenium Centre, Ravensdale Road, DARLINGTON, County Durham, DL3 8DT

Inspection date

Previous inspection date

11/12/2012

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

- Children are happy, settled and forming positive relationships with staff and other children at the after school club. The staff use consistent behaviour management techniques and children's efforts are acknowledged appropriately.
- Children's good health is appropriately supported as they have regular opportunities to be physical and they enjoy a range of healthy snacks.
- Effective staff deployment means that children are well supervised in the setting. This is combined with appropriate safety procedures for the collection of children from school. This helps to ensure that children remain safe inside and outside of the club.

It is not yet good because

- Links with other providers of the Early Years Foundation Stage to share information about children's progress have not been fully established. This does not fully support continuity of children's individual learning.
- A culture of continuous improvement has not been fully promoted. This is because the setting does not have suitable arrangements in place for the supervision of staff or to further monitor and evaluate the setting. This does not fully support improving outcomes for children.
- Children do not have opportunities to prepare their own food at snack time. This does not support them in further developing their independence.

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 children playing in the garden room and the hall.
- The inspector met with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of staff and children's records, policies and organisational documents.

Inspector

Julie Morrison

Full Report

Information about the setting

Kids Fun Klub was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from All Saints Church in the west end of Darlington and is managed by a private individual. The club serves the local area and is accessible to all children. It operates from the church hall and the garden room and there is a fully enclosed area available for outdoor play.

The club employs six members of child care staff. Of these, five of these hold an appropriate early years qualification at a minimum of level two. The club opens Monday to

Friday from 2.30pm to 6pm, during term time only and from 8am to 6pm during the school holidays. Children attend for a variety of sessions. There are currently 50 children attending, 11 are within the early years age range. The club supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- foster a culture of support and continuous improvement through establishing appropriate arrangements for the supervision of staff and robust self-evaluation processes
- build on systems for sharing information about children's individual learning with other providers of the Early Years Foundation Stage in order to complement resources and activities provided for children.

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

- provide opportunities for children to further develop their independence through helping to prepare their own snacks and meals.

Inspection judgements

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

All children enter the club happily and confidently. They know the routines and have fun socialising with their friends. Planning is in place for each week and an adequate range of resources and activities are set out prior to children's arrival. These sufficiently cover all areas of learning. The setting has a relaxed atmosphere and staff recognise that after a long day at school children want to have fun and relax. However, staff do have a suitable understanding of the Early Years Foundation Stage and use this to make adequate observations of children's progress.

The setting provides a variety of creative activities, for example, children chat with their friends and staff as they colour pictures of Christmas trees, while other children take part in a 'draw a snowman' competition. Children's physical development is supported well. In the large hall, they have ample space to run around and staff take into account their individual needs as they join in with their play. For example, staff members enthusiastically join in with an energetic game of dodge ball while other staff play simpler games of passing the ball with children who choose to play more quietly. Children's

communication skills are fostered appropriately through play. For example, they sit with their friends to read together and listen attentively as staff read stories to them. Staff suitably support their learning as they encourage them to talk about the story and listen to their ideas. Literacy skills are encouraged as children have access to an adequate range of mark making materials. A key person system is in place and information is shared verbally with parents at the end of each session. This helps to keep parents suitably informed about their child's activities.

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

Suitable systems are in place to ensure that children settle and feel secure at the club. For example, they use a buddy system to help younger children cope with transitions and learn about the new routines. Staff use consistent and clear boundaries, and as a result, children generally behave well and clearly understand the clubs routines. For example, they remind staff to set out the rota for using the lap top. Staff are warm and friendly and children are developing close relationships with them and with their peers. For example, they introduce themselves to children from other schools, commenting, 'shall we all be friends?'

Deployment of staff is organised effectively. This ensures that children are well supervised and there are plenty of staff to engage with them in their chosen activities. Resources are sufficient and adequately organised so that children can make choices about their play. Displays of the children's work help children to develop a sense of belonging at the club and promotes their self-esteem. Children are beginning to learn about how to keep themselves safe through planned activities, such as practising fire drills and making displays about 'stranger danger'. Older children act as good role models as they give younger children gentle reminders, for example, not to throw the ball but to roll it. This further supports children in developing positive relationships with each other. Children have regular opportunities to be physical. They play outside when the weather and day light allows and play a variety of physical games in the large hall. During the holidays, children enjoy a variety of physical activities, such as indoor climbing, bowling and trips to woodland play areas. Staff talk to children about the importance of drinking plenty of water and cooling down. This helps children to gain an understanding of how to keep healthy. A suitable range of healthy snacks further supports children's good health. However, snack time does not provide any opportunities for children to be involved in preparing their own food. This does not support them in developing their independence.

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

Although the manager speaks with staff on an ad-hoc basis about their practice and training needs, effective arrangements have not been put in place for the supervision of staff. This does not fully support their ongoing development in order to lead to improved outcomes for children. Systems of self-evaluation are in their infancy. Feedback has been gathered from parents and children and staff meet to discuss any issues surrounding the setting. However, they have not implemented procedures to securely identify areas for

improvement in order to bring about sustained improvement for children. Staff have a suitable understanding of the Early Years Foundation Stage as a result of attending relevant training. However, the monitoring of the educational programme is not sufficiently robust to ensure that it compliments what is being provided by other settings. Staff share information about children's individual care needs with other providers. This includes information about behaviour management techniques in order to provide continuity for children. However, procedures for sharing information about children's individual learning are not sufficiently established. This means that it is difficult to ensure that planning is based on children's individual learning needs.

Satisfactory safeguarding procedures help to keep children safe. Staff do daily checks and carry out regular risk assessments of the premises, outings and equipment. All staff hold a current paediatric first aid certificate and a record is kept of all accidents. Staff have a clear understanding of child protection issues and the designated person is clear about procedures to follow should they have a concern about a child in their care. Satisfactory procedures for the recruitment, vetting and induction of new staff ensures that they are suitable for their role.

Partnerships with parents are suitably established and feedback from parents is positive. Appropriate information is obtained from parents at the start, this helps to ensure that children's individual care needs are appropriately met. Important information such as the certificate of registration, insurance details and complaints procedure are clearly displayed for parents to see and all relevant policies are discussed at the start. This helps to keep parents suitably informed about the setting.

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

Unique reference number	EY447285
Local authority	Darlington
Inspection number	804139
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	50
Name of provider	Sarah Dee Ansbro
Date of previous inspection	Not applicable
Telephone number	07866 045946

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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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