

Skamps Kids Club

Wheelwright Lane School, Wheelwright Lane, Exhall, Coventry, Warwickshire, CV7 9HN

Inspection date

17/12/2012

Previous inspection date

19/01/2012

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 make good progress in their learning and development because they experience a good balance of activities in this busy environment. They enjoy making choices about what they would like to do.
- Children are happy and confident and have built warm relationships with the staff. They engage enthusiastically in activities, show independence and curiosity, and respond well to the routines.
- Children are sociable, courteous and well behaved. Older children include the younger ones in their activities, and this enriches the provision for the children and helps develop positive relationships.
- Staff know the children well and have developed good partnerships with parents and the host school. This helps support continuity of care and learning.

It is not yet outstanding because

- Opportunities for children to be aware of their own learning goals and involved in planning their future learning have yet to be fully embraced.
- While the setting regularly look at what they do well and what they need to improve, they have yet to use the evaluation information provided by parents and children effectively to monitor the impact of any changes and prioritise their improvements.

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 activities in the main playroom, tea time and outdoor play.
- The inspector held a meeting with the manager and talked to members of staff.
- The inspector looked at children's records, observation books, and a range of policies and procedures.
- The inspector also took into account the views of parents, carers and children spoken to on the day of the inspection.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Skamps Kids Club was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Wheelwright Lane School, in the Exhall area of Coventry and is managed by a private provider. The setting serves children attending the host school. There is a fully enclosed area available for outdoor play.

The setting employs four members of staff, all of whom hold appropriate early years qualifications at level 2 and 3. The setting is open Monday to Friday, term time only from 7.45am until 8.45am and 3.15pm until 6pm. There are currently 59 children on roll, 12 of whom are within the early years age group.

What the setting needs to do to improve further

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

- help children to be involved in contributing information to their observation books so they can become aware of their own goals, the progress they make and influence plans to support their future learning
- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement.

Inspection judgements

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

Children are keen and enthusiastic learners who like attending this welcoming setting. Staff work closely with the children to make sure they enjoy their time at the club and have fun. They understand how children learn through play and are fully aware of children's individual play preferences and interests. Planning is flexible to accommodate what the children like to do, and children confidently ask staff if they can take part in different types of play, for example, dressing up, and painting or play a board game.

Children make good progress in their learning and development because staff understand how children learn, and provide meaningful activities to help them move forward in their learning. Children regularly talk about topics taking place in school, and staff look at how they can complement children's learning and enjoyment. Observation and assessment is undertaken in order to ascertain children's development. Records include observations, art work and details about children's progress. This information is shared with parents. There is scope to improve assessment so that children become aware of their own goals and are involved in plans to support their future learning. Children enjoy making choices about what they would like to do when they arrive at the club. For some children having a snack is a priority, other children like to play and catch up with their friends or go outside to play while it is still light.

Children are confident and express themselves well. They speak freely to staff, their peers and visitors to the setting. Listening skills are encouraged. Children talk about the

activities they enjoy and they have a lovely rapport with the staff team and good relationships with their peers. Staff work well as a team to provide a successful balance of supervision, interaction and support. Activities within the playroom change and evolve as the session progresses and this is helped in that children can help themselves to easily accessible resources. Children develop good skills in expressive art and design, and are fully involved in art and craft activities linked to the Christmas theme, involving lots of glitter, pipe cleaners and glue as they make 'angels and Christmas trees'. Delightful self-portraits show children's artistic talents, and at the beginning of term children paint pictures entitled 'Who am I'. Display boards showcase children's aspirations for the future and what they want to do when they grow up, and letters to Santa show their good writing skills.

Children use their thinking skills as they complete puzzles, match shapes and colours, and they are proud of their achievements. They play board games together and this helps develop children's ability to take turns, count and observe. An additional room is available which provides a quiet and comfortable area for children to relax, listen to stories or make models with construction bricks. Children like to be physically active and have good access to the outdoor play areas using the facilities within the school grounds. They are keen to play their favourite game of 'Square ball' and during better weather use their imagination in the wooded area and make up their own games using their imagination through role play. Children learn about a wider society and countries around the world through discussions and activities. They use some positive images resources, including dual language books and play figures. Information is displayed and prompts discussions about a wide range of religions. This supports children's understanding of the world.

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

Children settle well in this friendly group and develop positive relationships overall. They talk encouragingly about the club and comment about what they like, for example 'making gingerbread biscuits', 'having lots of fun here' and 'I like to play with my friends'.

Children's behaviour is good and managed well by staff. Children respond well to the calm, consistent approach of staff who provide gentle reminders about any inappropriate behaviour. Staff provide good role models to reinforce positive behaviour, they speak respectfully to children and each other.

Staff know the children well and are aware of their individual personalities and characteristics. They work closely with parents at the admission stage to make sure each child's needs are known and understood by the staff team. Staff listen with genuine interest to children's concerns and make sure time is given to reassure children and help them feel secure. Children show that they are comfortable in the club and understand about keeping themselves safe through their play and interactions. All children settle quickly on arrival at the club and on occasions staff ask older children to 'buddy' a younger child when appropriate. The successful key person system and good deployment of staff ensures that children form secure emotional attachments. All the children at the club attend the host school, this gives them a sense of belonging because they are familiar with the environment, playrooms and outdoor play spaces. Effective use is made of all the

space available and easy access to resources supports children all-round development, promotes their confidence and independence. Some activities, particularly outdoors provide challenge for children and this helps them to develop a good understanding of risks and how to manage them.

Children's health and well-being is supported effectively. They are encouraged to develop their hygiene and self-care skills. Children's individual dietary needs are discussed with parents and taken into account at mealtimes. Children are supported in developing a good understanding of healthy lifestyles, physical activity is encouraged and children are asked to contribute their views to menu planning for snack time. Children enjoy sitting together at teatime, this is a sociable time when they decide what they would like to eat, chat with their friends and make play plans. A bowl of fresh fruit is available to children after tea time and children like to help themselves if they are hungry. Staff make sure children's needs are met, for example, by providing quiet times and areas to relax.

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

Children's safety is given good consideration. Staff are vigilant and they supervise the children well both indoors and outside. Areas used by the children are checked each day before they arrive at the club to ensure their safety. Good attention is given to making sure attendance registers are accurate and checks are carried out if children do not arrive at the time expected. There are procedures in place to manage any accidents at the setting, staff hold paediatric first aid qualifications, details of any accidents are recorded and information is shared with parents.

Staff fully understand their role and responsibility with regard to safeguarding children. They know the procedures to follow in the event of a concern about a child in their care, and have contact details for local agencies should they need to escalate any child protection matters. Policies and procedures are shared with parents to ensure they are suitably informed about the setting's responsibilities. Vetting procedures are robust and include evidence of suitability checks being undertaken. Induction procedures support new staff in their role and help them to understand how the provision operates. There are appropriate arrangements in place for staff appraisals, and their ongoing professional development to further enhance their knowledge and skills.

Partnership with parents is strong. A good range of information is displayed on the notice board in the corridor, this includes the complaints procedures, information about the use of mobile phones and details of staff qualifications. Staff make sure they spend time with the parents and children before they join the club to find out about children's needs and parents' preferences. There are opportunities each day for staff and parents to talk together. The setting seeks the views of parents and children using an evaluation form. Parents spoken to at the time of the inspection expressed positive views about the provision. For example, stating that staff listen to what they say, parents like the relaxed and calm atmosphere, children enjoy their time at the club and sometimes do not want to go home.

Inclusion is given good priority and staff treat children with equal concern. All children and their families are valued and respected. Staff fully recognise the benefits to children as they work in close partnership with the host school, and other agencies to ensure children get the support they need. This means that all children are included, achieve well and there is continuity of care and learning.

Staff reflect on practice and are keen to improve the play and learning environment for children. The setting seeks the views of parents and children using an evaluation form. However, they have yet to utilise the information gained to prioritise targets for future improvement to benefit children. Documentation and records relating to the club are accessible, and information required from parents to meet the Early Years Foundation Stage welfare requirements has been updated. This ensures children's safety and well-being.

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	200754
Local authority	Warwickshire
Inspection number	817935
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	59
Name of provider	Lillian Agnes Dowling
Date of previous inspection	19/01/2012
Telephone number	07901 777477

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Type of provision

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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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