

# Parkstone Kids Club

Riverside Community Centre, Parkstone Primary School, Parkstone Road, Hull, North Humberside, HU6 7DE

## Inspection date

09/01/2013

Previous inspection date

02/03/2010

## 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

- Well-qualified and knowledgeable staff have a good awareness of how young children learn. They make the most of opportunities to extend children's learning through play, discussion and group activities.
- Children develop secure trusting relationships through the successful implementation of the Early Years Foundation Stage co-ordinator, enhancing the relationship with children and their families with this key person.
- Children engage in a wide range of stimulating activities that promote and extend their thinking and learning, motivating their curiosity and enabling them to become deeply involved in their learning.

### It is not yet outstanding because

- Information from parents, children and staff is not effectively used to identify and act upon targets for further improvement.
- Information sharing between settings children attend is not fully effective in supporting continuity in learning experiences between settings.

## 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 the collection routine from the school. Also observing snack-time and activities in both rooms of the club.
- The inspector looked at children's learning journeys and observations and evidence of suitability of staff working at the club and a selection of policies and risk assessments.
- The inspector held meetings with the manager and Early Years Foundation Stage co-ordinator.
- The inspector also took account of the views of parents and children spoken to on the day.

## Inspector

Caroline Stott

## Full Report

### Information about the setting

Parkstone Kids Club was registered in 1997. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is run by a voluntary management committee. It operates from two rooms within Riverside

Community Centre situated in the grounds of Parkstone Primary School in Hull. Children have access to a secure enclosed outdoor play area. There are 58 children presently on roll and six of these are in the Early Years Foundation Stage.

The club currently takes children from three years of age to 14 years. The club cares for children who attend the host school and operates from 7.30am to 9am and 3.15pm to 5.30pm Monday to Friday during term time. Children from the community may attend the holiday play schemes which run from 8am to 5.30pm Monday to Friday. Children attending a full day session take a packed lunch.

There are five members of staff, including the manager, who work directly with the children. Of these, four hold an appropriate level 3 qualification in early years and/or playwork and one holds a level 2 qualification. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club is a member of the '4Children' network and receives support from the local authority.

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

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

- use information collected from staff, children and parents to identify and act upon targets for further improvement
- develop information sharing between settings about children's learning and development, their interests and preferences and their attitudes to learning.

### **Inspection judgements**

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

The Early Years Foundation Stage co-ordinator provides well-organised activities to support Early Year's children to acquire skills to develop and learn effectively through the seven areas of learning. Purposefully planned adult-led interaction and guidance, skilfully listening and questioning children, and providing a wide range of stimulating activities helps promote and extends children's thinking and learning. Enabling them to develop more skills and advance effectively, although, the sharing of information on children's experiences at the school and at home are not fully effective in identifying children's capabilities and achievements across the settings they attend and at home, to extend continuity of learning.

Children's communication skills are actively encouraged as the staff speak to them clearly in a range of situations. For example, a story about a bear visiting the moon provokes questions and answers about the events in the story. This assists children to think critically and think through their ideas, and encourages them to make links with their own experiences. Children follow instructions to sequence the story in pictures by cutting and sticking these into the correct order; this enables children to recount the events of the story through clear visual cues and stimulates further discussions about the story. The purposeful and developmentally appropriate planning elaborates that children will review this story on the laptop and paint a picture of their favourite part of the story. Discussions about the planned experience of making teddy bears picnic invitations and holding a teddy bears picnic, inspires great excitement and prompts children's plans and ideas. This permits children to be involved within the planning and make decisions on how to approach activities and what resources are needed.

Children explain their work displayed on the wall in great detail, emphasising facial features on self-portraits, describing similarities and differences between themselves and their friends. This demonstrates their own self-awareness and awareness of others, and supports a positive attitude to forming good friendships. Children continue to discuss an autumn walk display, they describe in great detail how they collect autumnal items in buckets and brought them back to the club to count and sort. This promotes children's learning through physical and active searching, encouraging mathematical awareness and stimulating knowledge of the environment. This aids children's conversations around variations in quantities, and changes within their surroundings and the local community. Consequently, all these activities enhance all aspects of the Early Years Foundation stage aiding children's progress further in their learning and development.

Partnership with parents is good and newsletters, questionnaires and e-mail facilities, provides regular two-way communication facilities. The parents and children speak very highly of the club. The social meetings staff holds with the children and the 'ideas book' empowers children to express their views and request preferences, for activities, experiences and treats. Therefore, this supports children's engagement and motivation within activities, enabling them to be actively involved within their own learning. Early Years children clarify they prefer the smaller room which they use of an evening and thoroughly enjoy the stimulating activities the Early Years Foundation Stage co-ordinator puts into place. Parents are encouraged to add to and view their child's Early Years file, meaning they can become involved in their child's learning.

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

The club invites parents and children to have initial visits at the club, to enable children to meet the staff. This also provides an ideal opportunity to share information about the clubs routines, children's routines, and their likes and dislikes, establishing valid starting points to build upon. Children enter the club happily, engaging in their play immediately, from a welcoming environment that is set up to support and assist their current interest. Children are collected well from the school with the aid of all the staff. The Early Years

Foundation Stage co-ordinator meets reception children at their classrooms, to continue providing a good relationship with children and teachers. She discusses the children's day although details of children's learning and development abilities is not consistently shared. Children gather in the school hall and are monitored through regular head counts to cross school grounds on their way to the club, this ensures staff are vigilant at all times and alert to children's safety and well-being.

Behaviour is managed well by staff and club rules are established with the children, and displayed within the two rooms. Children discuss how they achieve reward stamps, where these are kept and incentives on offer. This motivates children to behave in appropriate ways and understand behavioural expectations. The social experience of snack-time offers children the opportunity to engage in communication and listen to staff as they discuss what activities are on offer through the session. Children review the activities through monitoring sheets with early year's children using a happy or sad face drawn to show their view efficiently. Children write their ideas for activities within an 'ideas book', which is discussed in social and staff meetings. This values children's opinions and ideas, as they are encouraged to say why they do or do not like, what they have chosen and why; therefore, aiding children's confidence to express themselves effectively.

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

Staff have a secure understanding of the Statutory Framework of the Early Years Foundation Stage. Teaching is rooted in a good knowledge of how children learn. Rich, varied and challenging experiences provide children with the opportunity to be motivated and interested in actively learning. Children's learning and development is assessed through observations, linking to the seven areas of learning and stimulating adult-led activities. Planning is efficient and considers aims and rationale; it takes account children's next steps of learning and development to complete the observation, assessment and planning cycle. Therefore, identifying how young children's abilities and achievements are recognised and supported throughout the Early Years Foundation Stage. Monitoring the observations of what children can do enables practitioners to identify gaps in children's learning or development and support progress effectively.

All staff complete safeguarding training and are aware of local safeguarding procedures. They update their training to meet children's needs, such as, completing first aid, safeguarding and food hygiene courses. They all have individual training and professional development plans, identifying ways to improve knowledge and practice. The management team hold regular meetings to identify strengths and weaknesses. The club collects staff, children and parents' views, using questionnaires and regular meetings. However, this information is not effectively used to monitor the club, to identify and prioritise further targets for continuing improvement.

The club has an effective partnership with parents and the school. Children are collected from the local school and information is shared verbally as needed, on a daily basis. Although, sharing further information of children's development and learning records is

not as effective, to secure continuity of experiences for the children between the settings, to maintain and progress children's learning and development through shared experiences. Children with additional needs are fully included and supported at the club with their one-to-one support worker; this develops good partnerships with relevant professionals and supports children well.

### 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>	509977
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	819420
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Parkstone Kids Club
<b>Date of previous inspection</b>	02/03/2010
<b>Telephone number</b>	01482 804312

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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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