

Kidz Aloud

Howes Community Primary School, Palermo Avenue, COVENTRY, CV3 5EH

Inspection date	15/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Friendly, supportive relationships have developed over a short space of time. Children are happy and confident to express their needs and views.
- The effective use of a key person ensures children's needs are met. Younger children are accompanied to and from school to help them settle in the club.
- Children behave well and remind each other about sharing and taking turns. Staff are positive role models and children are included in developing their own group rules.

It is not yet good because

- Links with parents and the host school are not effective in finding out what children can do. Therefore, children's learning at the group does not link with their activities in school.
- The opinions of parents and other professionals are not gained, so their views can be considered when identifying key areas for improvement.
- The ways in which children learn about other languages they hear in their home is not fully explored. This means there are limited opportunities to develop their understanding of diversity.

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 a variety of play activities in the club room, the hall and children's snack time.
- The inspector spoke with the children, managers and the early years key person.
- The inspector looked at children's records and observations, planning documentation and a selection of policies and daily records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Karen Millerchip

Full Report

Information about the setting

Kidz Aloud out of school club registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is the second setting managed by a private company. The club provides care to children who attend the school and is accessible to all children. It operates from Howes Primary School in Coventry and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during term time. Sessions are from 7.45am until 8.55am and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 10 children on roll, three of whom are in the early years age range. The club employs four members of childcare staff, all of whom hold appropriate early years or playwork qualifications at level 3.

What the setting needs to do to improve further

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

- work with parents and schools so that information is shared to enable staff to provide children with opportunities that complement learning in settings where they spend more time
- provide opportunities during play and learning so children can develop and use languages they hear at home.

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

- improve ways of reflecting on practice, such as gaining the views of parents and other professionals, to set challenging targets for improvement.

Inspection judgements

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

Staff have a suitable understanding of how to provide children of different ages with a range of resources and activities to support them as they relax after school. They have implemented the changes required by the revised Statutory Framework for the Early Years Foundation Stage and offer a sound balance of child-led play and adult-supported activities. All areas of learning are promoted satisfactorily, some through specific activities and others during daily routines.

Children happily enter their club and engage in activities of their choice or chat with friends. Staff set up the room with a selection of resources to meet different areas of learning and support children's varying interests. Children are able to make further choices from the well-stocked cupboard. All boxes are labelled with words and pictures so younger children learn that print carries meaning and enjoy complete independence when choosing activities.

Communication skills are developing well as children are relaxed as they talk with staff and their friends, happily sharing stories about school and home. Some posters introduce

children to languages from other countries and a world map links photographs of children to their birth country. However, although all children speak English, resources and visual aids do not reflect languages that children may hear in their home. Therefore, children do not have opportunities to practise and value languages spoken by people who are important to them.

Children play with small world figures and animals or play board games. Some are confident to make their own play, for example, as they enjoy a game on the computer. For others, staff are there to engage with them in their play when appropriate and use prompts and questions to extend their ideas. Staff liaise before each session to decide what resources to set out and what adult-led activities to provide, guided by children's interests and particular celebrations. There is a general weekly plan to ensure a range of resources are set out to reflect the interests of the children.

Staff observe all children to ensure they are happy and settled. Younger children have a key person who carries out more detailed observations. Initial observations, in conjunction with information gained from parents, clearly identify children's individual needs and interests.

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

Children are happy and settled in the club where they have developed sound relationships with staff over a short period of time. They are familiar with the routines and confidently initiate their own play choices with friends or engage with staff in more adult-led activities. Staff have created a relaxed and welcoming area with displays of children's work and photographs. They understand the importance of the prime areas in developing young children's confidence so they happily make the transition to the club.

Children's behaviour is sound and they play well together. Children help develop group rules and are confident to remind one another of them. Reward charts are used to encourage children to sustain good behaviour and for kind deeds. This develops their understanding of right from wrong and to respect each other.

Children's health is well supported through attention to daily routines and self-care skills. As they arrive at the club, children spontaneously follow the routine; they wash their hands, self-select from a choice of drinks and fresh fruit and tidy away afterwards. They learn to take turns as they wait patiently to go on the computer or enjoy different board games. These activities develop their confidence and self-esteem, which will support them as they progress through school. Children with identified needs are supported well as staff gain professional guidance on how to best support them. For example, the school nurse provided a training session for staff from both sites, on signs, symptoms and action to take in an emergency for a child with identified needs. This information is now available to staff with a photograph to help identify the child.

Children are learning to play safely through regular prompts from staff and as they remind each other of the group rules. They respond well to polite requests to walk indoors when moving from the club room to the hall or to use tools, such as knives at snack time, safely.

Staff recognise the importance of physical play and exercise in supporting children's health. There is a well-equipped outdoor play area and in bad weather children have daily access to the school hall where they play games of football and badminton or dance to music.

Children's well-being is promoted as staff maintain good standards of health and safety, both indoors and outdoors, and use visual and written checks to support this. The school grounds are secure and access to the club is controlled by CCTV and an electronic entry gate so only parents known by the staff can gain entry to the premises.

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

The company have well-developed policies and procedures and a clear vision of the high standards they wish to achieve. The newly formed staff team works well together and are committed to providing a safe and happy learning environment for all children. All of the staff hold a childcare qualification and a first aid certificate so children are cared for by a knowledgeable staff team. There is a varied programme of universal activities that helps all children make satisfactory progress in their learning. However, information is not gained from the school about progress or the educational programme so children's continuity of learning is not yet fully supported.

Sound procedures for recruitment, selection and induction ensure the suitability of all those working with the children and appropriate records are maintained. An appraisal system is in place where key skills are identified and areas of training that will support the needs of the children are identified. This shows that positive steps are under way to develop the quality of the provision. However, the systems to gain views of parents or teachers are in the early stages, which means some areas for development are not identified.

Partnerships with parents are developing and they comment on the friendliness of the staff team. The identification of a key person for the younger children ensures that they are supported as they settle in and soon feel comfortable in their new surroundings. Parents complete an introductory settling-in form which broadly focuses on care needs so staff know about children's individual needs and interests. Parents are kept informed of children's daily progress through regular feedback from staff, photographic displays and work taken home.

The management team fully understands the importance of working with external agencies. They work closely with the local authority development worker and are developing links with health and school professionals. This enables them to gain specialist support so children receive consistency in their care and learning to help them progress.

The management team have a sound understanding of their role to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. New staff are developing their understanding and gain this through appraisals, staff meetings and informal discussions. Children are well safeguarded as staff have a good understanding of their

roles and responsibilities in protecting children from possible harm or neglect and how to pass on any concerns effectively. Other procedures to further protect children, such as the maintenance of daily records and records of who can collect children, are maintained effectively.

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	EY447160
Local authority	Coventry
Inspection number	809466
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	10
Name of provider	Kidz Aloud
Date of previous inspection	Not applicable
Telephone number	02476 411711

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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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