

Koosh Club

Park Grove Primary School, Dudley Street, The Groves, YORK, North Yorkshire, YO31 8LP

Inspection date	05/02/2013
Previous inspection date	09/03/2009

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		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 engage in a wide range of stimulating activities that promote and extend their ongoing learning and interests enabling them to be confident and self-assured in what they do. The learning diaries provide a rich and meaningful account of the children's time at the club.
- The staff work effectively with parents, the schools and other agencies in support of children's individual needs.
- The key person ensures children settle in well at the club. There is a good exchange of information provided and parents are kept well informed about their children's progress.
- Children are happy and well-cared for. Parents comment how much their children enjoy the activities at the club and how welcoming and supportive the staff are.

It is not yet outstanding because

- There is scope to develop the use of the information and views gathered from staff, children, parents, school and other agencies to better inform targets for future improvement plans.

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 spoke with the manager and staff throughout the inspection.
- The inspector observed activities with the children in the club.
- The inspector looked at children's learning diaries, planning and a selection of policies, procedures, records and risk assessments.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Christine Tipple

Full Report

Information about the setting

Koosh Out of School Club was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Park Grove Primary school in York and is one of several settings owned and managed by Kaleidoscope Day Nurseries Ltd. The club serves Park Grove School and children are collected from four other primary schools in the area. It operates from one large classroom, the hall, gym and associated facilities. There is access to the enclosed school grounds and field for outdoor play.

The club employ four core childcare staff. Of these, three hold appropriate early years qualifications at level 3 to 5. The club have bank staff for cover and school collections. The club opens Monday to Friday term time only. Sessions are from 8am until 9am and 2.30pm to 6pm. Children may access a holiday club at another school site in the holidays, managed by the same company. Children attend for a variety of sessions. There are currently 60 children under eight years attending and of these 30 are in 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:

- develop the use of information collected from parents, children, other agencies and the school, to further assist in identifying targets for future improvement.

Inspection judgements

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

The staff share with the parents and children the 'passports to play' booklet to enable them to share information about their family, what they enjoy doing and anything they may have a concern about. This assists the key person to provide a resource or activity that enables children to feel secure when they start attending the club. Children make good progress and staff regularly liaise with the early years teacher in the school. This promotes a positive shared approach to the children's individual needs, to develop their interests and support their ongoing learning and development. Staff have a secure understanding of the areas of learning. They effectively promote children's personal, social, emotional, communication, language and physical development in order to support children's skills as they progress in school. The staff observe and assess the children and use the observation board to identify next steps in learning with the children, which are taken forward in the planning. All information is put into the children's learning diaries. The children access these to add their pictures and photographs they have taken. This values their achievements in what they do and enjoy at the club. Parents have opportunities through the week to look at the diaries and make comments about their children's learning and development. These provide a rich and meaningful account of the children's time at the club.

Children enjoy coming to the club and readily engage in the activities provided. For example, children make paper snakes ready for their celebration of the Chinese New Year. The large whiteboard provides opportunities for free writing or to play a noughts and

crosses game. Children talk excitedly to staff or each other about what they have done at school or the activities they take part in. This effectively promotes their communication and social skills and supports their growing confidence. The role play area takes on different activities, such as dressing up as a nurse and doctor and writing notes about 'what is the matter with you'. The drawing area is well used and children make a range of pictures including self-portraits completed with charcoal. They have a baking and film club, where the children all choose what film or food they have each week. This promotes a cooperative and shared approach in what happens at the club. Children have areas to be quiet where they read a book or be with their friends. The children use the hall, gym and the outside areas on a daily basis. This offers them ongoing opportunities to have fresh air and take part in various physical games throughout the year. The children's 'ideas board' allows them to share what activities and resources they would like. This has resulted in providing music and dance sessions and the children talk about the different dance styles they can do, such as street and break dancing movements. This approach values children's opinions and ideas, as they are encouraged to say what they do or do not like. This extends children's confidence to express themselves in a positive way.

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

The children have formed secure relationships with their key person. This fully supports them to develop their confidence and independence to extend their skills. Children access a wide selection of resources and activities that support the areas of learning and enable them to make choices. The use of the designated classroom offers different areas for the children to relax or access the good variety of fun activities provided. All children are involved in how behaviour is managed. This is effective in supporting them to know the routines and expectations. As a result, children behave well. They take an active part in setting up the club rules, which they respect and take responsibility to monitor and self-regulate their own behaviour. The children help to tidy up as part of getting ready for tea. There is a reward programme agreed with the children that recognises being kind and respectful, and helping staff or another child. The children are very comfortable and readily seek reassurance because the staff respond in a caring and sensitive way.

The staff provide snacks as children start to arrive from school. Later they all have a light tea, such as pasta and cheese or homemade pizza's. The menus are displayed for the children and parents. There is always fruit provided and the club follow the school's healthy eating programme. Children manage their personal care well. Information is shared with parents and with the schools about the requirements when children are ill. The club collect children from four schools and the children wear reflective jackets as part of the safety procedures. Staffing levels are maintained and bank staff are used to ensure ratios are met. Clear risk assessments are in place and children are informed about the safety rules both in the club and when outside. This includes not running inside and to use the equipment appropriately and be aware of others around them when playing. Staff use two way radios when in the school so contact is ongoing wherever staff and children are as part of the club's safety management. This approach by staff with the children extends their understanding of what being healthy and safe means to them. The staff work positively with the children in developing their independence and confidence so they are well prepared to move on in their learning.

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

The inspection took place following a notification from the provider that one staff member collected nine children from school and was not accompanied by a second member of staff. The provider acted appropriately in notifying Ofsted and has reviewed procedures to ensure there are always two members of staff collecting children. As a result, children remain effectively safeguarded during school collection times. There is a strong working partnership with the school and the club that fully promotes the sharing of information. This is effective in supporting children's ongoing development needs. The staff and teacher monitor the observations of what children can do, which enables them to identify gaps in their learning and provide relevant support. This includes keeping parents up-to-date about their child's progress through the learning records both from school and the club. There are good verbal exchanges on a daily basis between staff and parents on arrival and at collection times. Additional opportunities are provided for parents to give feedback on the provision. This includes questionnaires, email and suggestion slips. Parents are very complimentary about the club and its provision for their children. They comment on how much their children enjoy going and sometimes do not want to go home. They see the club offering a good service that is reliable and flexible in meeting their needs. Parents fully appreciate what the staff do and the very good support provided. Staff work in partnership with other agencies in support of children with additional needs.

A process of self-evaluation is being undertaken by the management and staff. This involves a review of their provision and practice in all areas since the last inspection. The seeking of information from parents, the children and liaison with other agencies and the school are in place. However, there is scope to make more effective use of the information gathered to inform future targets for the clubs ongoing improvement plan so that changes precisely reflect their views and needs. The clubs policies and procedures are detailed and monitored to ensure these continue to reflect current requirements. The risk assessments are comprehensive and include the daily walking to and from school and any outings provided. These are checked and any additional risks identified and records updated accordingly. Safeguarding procedures are robust and staff have attended training to update their knowledge of child protection issues. Information is displayed of the contact details of the relevant safeguarding agencies. This effectively supports the staff in their promotion of children's ongoing well-being. Recruitment and selection procedures are secure and staff receive induction training, regular staff meetings, supervision and appraisals. This supports staff development in identifying future training needs and opportunities to extend their qualifications.

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	321510
Local authority	York

Inspection number	893426
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	160
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	09/03/2009
Telephone number	07714 238 006

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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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