

Carr Lane Kids Club

Willerby Carr Lane Primary School, Carr Lane, Willerby, HULL, HU10 6JT

Inspection date	18/02/2013
Previous inspection date	29/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 show sound levels of independence, they are willing to engage and experience their choice of play. They benefit from a wide range of play materials to support them in the learning environment indoors and outside.
- Staff collect children from the school and from after school activities to successfully support the wrap around care they provide. This inspires children's confidence in new and more social situations.
- Staff have a suitable awareness of how young children learn. They make the most of opportunities to promote children's interaction and communication, and good behaviour through play, discussions and group activities.

It is not yet good because

- Children's health and well-being are not effectively supported at snack time through the provision of the routine or resources available. For example, plates for their food are not provided and children are not encouraged to wash their dirty hands after they have eaten.
- Information sharing between home, settings and the school children attend is not fully effective to support continuity in learning experiences between the settings children attend.
- Information from parents, children and staff is not effectively used to identify and act upon targets for further improvement.

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. She observed activities in the club room and outdoors in the secure playground. She also observed snack-time.
- The inspector looked at children's learning folders including observations and the planning.
- The inspector looked at evidence of suitability of staff working at the club and a selection of policies and risk assessments.
- The inspector held meetings with the manager.
- 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

Carr Lane Kids Club registered in 2010. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club is privately owned and is based in a portable building within the grounds of Willerby Carr Lane Primary School in the East Riding of Yorkshire.

The club currently takes children from four years to 14 years of age. There are 40 children presently on roll and four of these are in the early years age range. The setting cares for children who attend the host school and operates from 3.30pm to 6pm Monday to Friday during term time. Children from the community may attend the holiday play schemes which run from 8am to 5.45pm Monday to Friday. Children attending a full day session take a packed lunch.

There are six members of staff, including the manager, who work directly with the children. Of these three hold an appropriate level 3 qualification in early years and/or playwork. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club receives support from the local authority.

What the setting needs to do to improve further

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

- ensure there is adequate equipment for providing children with healthy snacks and drinks and improve hygiene routines, such as, providing plates for children to eat from and encouraging better hand washing
- improve links with parents, other providers and local schools to ensure that planned activities complement children's learning in settings where they spend more time.

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

- build on self-evaluation by extending how the views of parents, children and staff 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

The club's staff suitably set up the playroom to support children's play. Children have the opportunity to independently explore activities and experiences of their choosing. They are encouraged to move freely and access their own choice of resource from well-organised tables, cupboards and shelves. Children create and describe patterns when using materials, and count and name shapes. They discuss sequences within layouts and arrangements. This appropriately supports children to learn about shape, space and measure through investigation, using every day mathematical language to explain positions and solve problems. Art and design are aptly stimulated through an activity to encourage children's knowledge of Chinese New Year. For example, children decorate snakes of assorted lengths for the wall scene and create snake masks. These activities enable children to explore a variety of materials and techniques acceptably; they experiment with colours and designs, and use scissors confidently. This demonstrates that children are offered accessible and open-ended resources to satisfactorily support their explorations and imagination suitably for their age ranges.

Children's communication skills are actively encouraged as the staff speak to them clearly in a range of situations. A game of Chinese bingo enables children to listen attentively to the rules of the game. Staff suitably support children's communication, as they give explanations and plan through ideas. Children follow instructions well and express themselves clearly. They anticipate events and respond appropriately in different situations. For example, their confidence is developed in group situations when they talk through sequences and make choices. A wall display which focuses on friendships establishes why children choose their friends and they describe similarities and differences between them. This demonstrates their own self-awareness and awareness of others, and supports a positive attitude to forming good friendships.

The club invites parents and children to have initial visits with them to support the development of relationships from the outset. This also provides an ideal opportunity for the sharing of information about the club's routines and children's needs. However, there is scope to improve the information gained from parents in relation to children's developmental stage upon entry to promote greater consistency in their experiences. In addition, links with other providers and local schools are yet to ensure that activities provided for children within the club complement their learning in settings where they spend more time.

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

Children enter the club happily and engage in their play immediately. They enjoy a welcoming environment that is set up to support and assist the current topic. The large secure outdoor school grounds offer the opportunity for children to master and control their co-ordination skills on various pieces of equipment. Children are able to negotiate their way across logs and climbing apparatus. Children are confident to, for example, independently organise a game of skipping, an activity in which they develop and practise their physical skills and ability. Children negotiate their roles and their play co-operatively;

they take account of one another's ideas and sensitively include others when they play as part of a group. Club rules are established with the children for indoor and outdoor play. These are displayed appropriately which encourages all children and staff alike, to co-operate together, and for children to take responsibility for their own behaviour and actions. Children review the activities available to them through monitoring sheets on which they use a star scale to show their view. Children add their ideas for activities through circle-times and social meetings. This values children's opinions and ideas, as they are encouraged to say what they do or do not like, and what they have chosen and why. This promotes children's confidence to express themselves appropriately.

Children's supervision is monitored through regular head counts as they cross school grounds on their way to the club. This ensures staff are vigilant and alert to children's safety and well-being. Younger children are collected from the reception class; staff discuss the children's day in general with teachers, although details of children's learning and development abilities is not consistently shared. This does not ensure a complementary approach to their ongoing transitions between the different settings they attend.

Children are provided with a variety of fruit and snacks at snack time. They are encouraged to wash their hands before snack. However, there is not adequate equipment available for providing healthy snacks and drinks for children. As a result, hygiene practices are not fully effective in supporting children's health and well-being. For example, children are not provided with plates for their food and when children have sticky hands after their snack, they are not encouraged to wash them.

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

Children's welfare is promoted because all staff complete safeguarding training and are aware of the local safeguarding procedures. Recruitment procedures are appropriate, which ensures that staff working with children are suitable to do so. Staff update their training to meet children's needs, for example, they complete first aid and safeguarding training. Although they have attended food hygiene courses, this has yet to have a positive effect on children's experiences at the club. That said, they all have individual training and professional development plans to identify ways to improve their knowledge and practice. The staff hold regular meetings to identify the strengths and weaknesses of the club. The club has completed a self-evaluation of its provision and collects parents', children's and staff views through the use of comments sheets and regular meetings. However, the information gained is not fully utilised to effectively monitor and self-challenge the club. In addition, the information is not fully utilised when areas for further improvement are identified or within targeted plans for driving improvements aimed at developing the provision for the benefit of children that attend.

Overall, the club has a suitable partnership with parents and the school, exchanging information in relation to children's individual care needs. Children are collected from the host school and information is shared verbally as needed with the reception teachers. However, this exchange is yet to include children's learning and developmental progress.

This restricts opportunities for the adoption of a complementary approach towards children receiving consistency in their experiences across settings. The staff collect children from after school clubs and facilities, such as music and judo, to fully support the wrap around care they provide. This is greatly appreciated by parents and children as children are able to remain involved in activities of interest provided by the school after normal school hours. This also supports children's confidence within new and fun social situations.

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
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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	EY413430
Local authority	East Riding of Yorkshire
Inspection number	875510
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	40
Name of provider	Carr Lane Kids Club
Date of previous inspection	29/06/2011
Telephone number	07521989912

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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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