

# Kids & Co Out of School Club

Hamilton County Infants School, Barthomley Road, STOKE-ON-TRENT, ST1 6NW

## Inspection date

27/02/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 are well motivated and eager to involve themselves in the activities they have chosen. They show good levels of curiosity, imagination and independence.
- The staff are experienced and have a good understanding of how children learn through play. They are good role models and, as a result, children are well behaved.
- Children's views and ideas are valued very highly as they contribute to the planning of activities. Staff respect their input and empower the children to feel that this is their club.
- Partnerships with the school are well established to offer continuity of care and support for each child according to their age and level of ability.

### It is not yet outstanding because

- It is not always possible for staff to accurately reflect children's individual achievements, to clearly show progress.
- Some floor areas of the club room can become untidy and children are not consistently encouraged to tidy up.

## 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 club room and outside.
- The inspector held meetings with the owner of the club and the officer in charge.
- The inspector looked at a sample range of documentation including children's records, policies and procedures, risk assessments and the self-evaluation form.
- The inspector talked to children and took into account the views of parents and carers spoken to on the day.

## Inspector

Sheila Riddall-Leech

## Full Report

### Information about the setting

Kids & Co Out of School Club was registered in 2012 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a room in Hamilton Infants School in Birches Head, Stoke-on-Trent, Staffordshire and is one of three settings in Stoke, managed by a private provider. The club serves the local area and has strong links with the school. The club is accessible to all children and there is an enclosed area available for outdoor play.

The club employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3, or above. The club opens Monday to Friday all year round. During school term time, sessions are from 7.30am until 9am and 2.45pm until 6pm. In school holidays it is open from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 22 children on roll, of whom 12 are in the early years age group. The club 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:**

- extend the ways evidence of children's progress is collected and maintained so that staff and parents can be more easily kept up-to-date with children's achievements
- review the approach to keeping the floor space tidy so that it is consistent and any risks to children are minimised.

### **Inspection judgements**

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

There is a programme of activities, experiences and opportunities that support children's interests and hold their attention. For example, children's literacy skills are supported as they choose to spend time reading books and also at the craft table writing their names. The well-resourced learning environment, together with staff's secure knowledge of children's needs, helps to ensure there are many opportunities for children's learning and independence to be supported and extended. Displays of children's work provide opportunities for children to recall events. These displays are also used to exhibit children's models and recognise their creativity and achievements. Children are able to relax on a number of comfy chairs and mats as they look at books and magazines. These activities support children's communication and literacy skills effectively. The staff join in with the children's play skilfully and encourage their language development through meaningful conversations and open-ended questioning. This also challenges the children's thinking and learning. For example, staff talk to children about their models and ask them to describe what they have created and give their creations a name.

The children contribute to the planning and share their ideas for activities and resources. They record their ideas on sheets made available at the start of each week using pictures and writing. They also discuss rules and boundaries for the club, with the staff. As a

result, staff promote a strong sense of belonging and a feeling that the club is genuinely for the children. Children's views and ideas are respectfully listened to and highly valued. Children speak with great pleasure about the staff and the activities they engage in. Children share and take turns, such as when playing with puppets. They wait patiently for each other before going outside to play. Children play very harmoniously together in groups and some children have developed strong friendships. Their independence skills are supported as children select their own resources and activities.

The club room is well organised to enable children to explore and investigate. Children develop their understanding of mathematics as they count resources and use mathematical language when asking staff to display their models, using words, such as higher and lower. They talk about size and quantity as they play with modelling clay. They have great fun playing in a role play area and pretend to make meals and snacks which they serve to adults. There are further opportunities for imaginative play as children play with puppets and make the puppets 'talk'. Children test out their physical skills as they run about and play in the fresh air. They use cutlery with skill as they prepare their own snacks.

Staff know the children very well and take time to identify their individual needs, likes and dislikes. There is an effective registration process which identifies children's starting points and includes information supplied by parents, children and any previous settings attended by the child. Informal and frequent discussions with parents, before and after school, ensure that they are involved in their children's learning. However, although staff are aware of individual children's progress, there is not yet a system to accurately reflect this. As a result, staff cannot be certain that information shared with parents and the school accurately reflects individual children's progress.

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

The staff work hard to make sure that children feel welcome and as a result children enjoy warm and respectful relationships with them. The children beam with pride when staff praise them and comment on their contributions to the club's activities. This promotes their self-esteem and confidence. Children are forming appropriate bonds and attachments with the staff and with their friends. Staff are positive role models and as a result, children's behaviour is good. They know the expectations and have been involved in setting the boundaries for the club. As a result, they show some awareness of how to keep themselves safe, such as not leaving the room without adult supervision. They co-operate and enjoy the social interaction of snack time as they share their school experiences.

Breakfasts and snacks offered are healthy and nutritious and care is taken regarding safe storage of lunch boxes supplied by parents during holiday club sessions. This ensures children's health and well-being. Children enjoy physical exercise as they play outside and benefit from the fresh air. They talk about being out of breath after running around, and of feeling warm. Children move around the club room, which is spacious and well-organised. There are plenty of age appropriate, quality resources and children can freely

access these, which helps to develop their independence skills. At times, some floor areas can become untidy and staff do not consistently ask children to tidy-up in order to minimise any possible risks.

The club has very strong links with the school and they share information, supplied by parents at the start of the day. The school reciprocates with information about children's school experiences and this is shared with parents at the end of the session. As a result, children are well supported as they move between each setting. The staff obtain information from parents about children's health and dietary needs and any additional support that they may require. This information is reviewed through frequent discussions with parents as they drop off their children and when they are collected.

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

There is very strong leadership of the club and the owners and staff show commitment to developing the provision. There are very detailed systems in place to monitor the educational programme and realistic plans for improvement have been developed. Staff are aware of children's progress and achievements and through frequent discussions with the children, plan activities which meet their needs and interests and promote their learning. Self-evaluation procedures are in place and reflect the views and opinions of all involved with the club. Children and parents, as well as staff, have contributed to this process through discussions and questionnaires. For example, children have been asked which additional resources they would like to have and management are planning to buy these. An extensive range of policies and procedures are effectively implanted and shared with staff and parents to ensure the smooth day-to-day running of the club. Annual appraisals are undertaken by the owner of the club to monitor staff performance and identify any training needs.

The staff have a very clear understanding of how to protect children in their care. Staff are very aware of the procedures for child protection and know the reporting process if they have any concern. Staff recruitment and selection processes are rigorous and the relevant records are kept to assure parents and carers of staff suitability. Risk assessments of all aspects of the environment are undertaken and recorded with appropriate actions taken. This ensures that children play and learn in a safe environment.

Partnerships with parents and carers are very positive and they are very complimentary about the care and activities provided for the children. They listen to comments their children make about the club and speak about how the children enjoy attending. Staff have established strong partnerships with the school and other agencies, such as a day nursery, in order to promote a consistent approach to meeting children's needs appropriately.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY451910
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	882063
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Kids & Co (Stoke) Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01782234424

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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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Piccadilly Gate  
Store St  
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