

Mistley Kids Club

Furze Hill Village Hall, Shrubland Road Mistley, MANNINGTREE, Essex, CO11 1HS

Inspection date

14/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 engage in a wide range of active physical games both indoors and outdoors. This promotes their physical development and contributes to a healthy lifestyle.
- Positive relationships between staff and children help to create a calm and relaxed atmosphere where children of all ages play well together.
- Staff work in close partnership with appropriate outside agencies to ensure children with special educational needs and/or disabilities receive timely support and interventions to meet their needs.

It is not yet good because

- Many of the club's resources are stored in an outdoor container that is not accessed by the children. This limits the children's ability to initiate activities for themselves and to choose from a wider range of resources.
- Partnerships with some schools are not well established and information is not routinely exchanged about children's interests and achievements. Consequently, children do not always receive support that fully complements their experiences in school.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 main hall and the outdoor environment.
- The inspector held meetings with the manager of the provision and spoke with staff and children at appropriate times.
- The inspector looked at children's assessment records, the provider's self-evaluation form and some written policy documents.
- The inspector took account of the views of parents spoken to at the club.

Inspector

Sarah Clements

Full Report

Information about the setting

Mistley Kids Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a village hall in the Mistley area of Essex. It is managed by a voluntary management committee. The club serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The club employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The club opens Monday to Friday all year round. Sessions are from 3pm until 6.30pm during term time, and from 8am to 6.30pm during school holidays. Children attend for a variety of sessions. There are currently 212 children attending, 15 of whom are in the early years age group. The club supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase opportunities for children to initiate their own activities, by improving their access to a wider range of resources and ensuring they can make choices in their play.

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

- strengthen partnership working with the schools that children attend so that children benefit fully from a shared understanding about their needs and common approach to supporting their learning.

Inspection judgements

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

Staff have a reasonable knowledge and understanding of how children learn and develop, and make appropriate use of observation to identify how they can support children's progress. This means that they understand what each child can do and have some ideas of how they plan to support their further learning. The staff consult children when planning activities and provide a sound range of resources that interest the children. For example, children explore their interest in imaginative role play as they delve into the box of dolls. They spend time playing along the same theme as they dress and undress the dolls, and take them for walks in the baby carrier. Children are able to request additional

resources to extend their play. However, it is sometimes difficult for them to know what is on offer because many of the resources are stored in an outdoor container where they cannot see them easily. This means that opportunities for children to make choices and initiate their own play are not fully supported.

Staff interact appropriately with the children. They join in with the children's conversations as they play and show an interest in what they do. During snack time, children are keen to talk about their time spent at school and tell the staff about their favourite television characters. Staff provide suitable guidance to encourage children to take turns in their conversations, and to listen carefully to others. This supports children to make steady progress in their communication and language development.

Children enjoy some interesting activities that support their creative development. They use coloured card, glue and glitter to decorate pictures for the St Patrick's Day display, and enjoy drawing pictures on the ground using chalk. Children have appropriate opportunities to learn about the natural world. For example, when planting flower seeds in a pot to give as gifts on Mother's Day, they talk about how the seeds need water, warmth and light to grow. Staff effectively extend the children's writing skills as they encourage them to write messages on tags which they attach to the flowerpots. Children demonstrate steady skills in using everyday technology as they operate the club's popular computer console with little need for support. Their problem-solving skills are developing well as they are supported to complete a variety of puzzles, some of which offer increasing challenge to extend the children's learning. During school holidays children enjoy a broader programme of planned outings in the local community, including frequent trips to the park, beach and a local animal sanctuary.

Staff place a lot of emphasis on discussion with parents when they collect children to foster exchange of information. This means that the staff can support children, consistent with aspects of their home lives. Basic 'All about me' sheets are completed for children when they start but they are mainly about children's care routines. These help children to settle when they first join and inform their learning journey records and starting points, but as yet, information is not consistently available to complement learning in school.

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

Children benefit from the staff's welcoming and inclusive approach. They enjoy attending the club as they form secure relationships with their key person and peers, and establish a sound sense of belonging. The manager links with teachers at schools very generally to be able to pass information on to parents, promoting some consistency of care for children and supporting transition between the setting and home. Staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour. As a result, children are well behaved at the club, and older children are supportive of the younger children's needs. A positive sense of responsibility is fostered by the staff as they encourage children to take the lead in everyday tasks. For example, children help to hand out the food at snack time, and happily help to tidy away the resources. Staff offer children appropriate praise to reinforce positive behaviour and promote their self-esteem.

Children who like to be active are well supported as they have daily opportunities to play outside in the fresh air. They actively exercise and expend their energy as they run around freely and use a suitable range of outdoor equipment. Staff take time to involve children in games that require collaboration including football and parachute activities. This helps children to develop a secure sense of team spirit and to play well together. Children are helped to understand the importance of eating healthy as they are encouraged to enjoy a nutritious fruit snack and fresh drinking water. The organisation of the indoor environment supports children's ability to be increasingly independent in their personal care routines. For example, they are able to access the toilet facilities easily for themselves and can wash their hands independently at appropriate times. Staff are vigilant in their supervision of these routines, reminding children that it is important to use soap to wash away any germs.

Children are beginning to gain an understanding of risk. For example, cooking activities provide appropriate opportunities for children to consider how to safely use equipment, such as an oven, microwave and knives. To further contribute to children's understanding of keeping themselves safe, the club has a clear fire evacuation procedure that is carried out with children at regular intervals.

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

Effective procedures are followed to ensure children remain safe and secure at the club. All staff are fully aware of their responsibilities in protecting children and the manager has completed relevant safeguarding children training courses. This means that they are able to act quickly if they have a concern about a child's welfare. Children are further protected by the club's clear recruitment and induction procedures as these ensure that they are cared for by suitable staff. There are appropriate systems for monitoring staff performance. These include annual appraisals and supervision meetings. These meetings enable management to identify areas of strength and anywhere staff would benefit from training. Staff are keen to attend training courses that support them in meeting children's needs including courses relating to paediatric first aid and administering medication via an EpiPen.

Some useful information sharing takes place with parents to help promote continuity of children's care. Staff readily chat to parents when they arrive to collect their children, passing on information about their children's time at the club. Parents comment very positively about the care their children receive and are keen to get involved in fund raising events to ensure the club remains sustainable. The staff demonstrate a strong commitment to sharing information with interagency teams including social workers and the local Children's Disability Team. As a result, outcomes for children with special educational needs and/or disabilities are particularly well promoted and suitable steps are taken to ensure children receive the tailored support they need to be fully included in all aspects of the club. There is some partnership working with schools as staff talk generally to teachers about any injuries children have sustained during the school day. However, there are fewer opportunities for staff to speak to teachers more specifically about

children's progress and ensure they can offer children a fully complementary approach to their learning.

Self-evaluation is used accurately to highlight the strengths of the provision and identify some areas for improvement. For example, staff have recently extended the range of art and craft activities to encourage more children to get involved in creative play. Management use annual questionnaires to gain formal feedback from parents, ensuring they are fairly represented in the overall evaluation. Staff keep learning journey records in place for children attending the club and though these vary in quality, overall they provide a reasonable range of observations. They link to the areas of learning to satisfactorily monitor children's progress and identify gaps in learning.

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 action. 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	EY454507
Local authority	Essex
Inspection number	884318
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	221
Name of provider	Mistley Kids Club Limited
Date of previous inspection	not applicable
Telephone number	07809 176 252

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

