

Kool Kidz Club

Breck Primary School, Fouldrey Avenue, Poulton-le-Fylde, Lancashire, FY6 7HE

Inspection date

04/03/2013

Previous inspection date

28/03/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- The staff have a very good understanding of how children learn. They provide a range of toys and experiences and make the most of opportunities to extend children's learning. As a result, children show high levels of curiosity, make good progress in their learning and development, and are happily engaged in their play.
- Children settle very well due to the warm, welcoming environment created by the friendly staff. The close relationships between the staff and the children support their confidence and feeling of security within the setting. This promotes good levels of progress as children feel nurtured and well cared for.
- Staff plan exciting learning opportunities for children to gain the skills required in readiness for their progression onto new situations. The pre-school has extremely good relationships with the school. As a result, children are well prepared for when they go to school, and are familiar with their new teachers.
- The whole staff team show dedication towards continuous improvements, using information from training to make changes to improve the service for children.

It is not yet outstanding because

- Staff do not always not always encouraged children to use suitable resources like plates at snack time to promote their understanding of appropriate etiquette's.

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 children within the pre-school and their interaction and involvement with the staff and their peers.
- The inspector observed all relevant documentations provided.
- The inspector also took account of the views of parents and carers spoken to on the day and the information included in the self-evaluation form.
- The inspector spoke to staff, the manager and the nominated person at appropriate times throughout the observations.

Inspector

Ferroza Saiyed

Full Report

Information about the setting

Kool Kidz Club, and the pre-school element known as Breck Beanies, is a committee run setting. It was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Poulton-Le-Fylde in Lancashire. It operates from a self-contained unit within Breck Primary School and has strong links with the school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting employs eight members of child care staff. Of these, three hold appropriate early years qualifications at Level 3 and one staff at Level 2. The setting receives support from the local authority.

The pre-school operates Monday to Friday during school term-times with sessions from 8.50am to 3.20pm. The before and after school club operates from 7.45am to 8.50am and 3.30pm to 5.30pm. Children are able to attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- use predictable routines, by encouraging children to use suitable resources like plates at snack times, to enhance children's understanding of appropriate etiquette's.

Inspection judgements

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

Children make good progress in their learning and development as staff have a thorough understanding of the Early Years Foundation Stage and how young children learn. Parents are encouraged to support and share information about their child's learning and development at home through timely conversations at the start and end of sessions and through daily diaries. Regular observation and assessment ensure that children are monitored in their development across the prime and specific areas of learning. A clear picture emerges and the planning reflects what the staff intend to do next, in order to reinforce new learning. This means all children are effectively challenged and benefit from well-planned engaging activities to support their individual needs.

A rich learning environment enables children to make excellent progress in all areas of their learning and development. For example, children understand how books work and sit at story time contributing to the story line as they predict what happens next. They understand books have meaning and fully enjoy the story becoming animated as it progresses. Teaching techniques are strong and children are provided with opportunities to experience; a balanced variety of adult-led and child-initiated activities to question and challenge children's thinking. Children are confident as they chatter to staff and each other, engaging in meaningful conversations. They are articulate in communication; they talk confidently about their new baby in their home and about where they have been on holiday and what they saw. This practice, alongside staff supporting children's learning when required, significantly contributes to promoting children's self-esteem.

Children confidently practise their writing skills as they access a range of tools to write. They use notepads, paper, brushes, pens, and pencils to label their own work and practise emergent writing in a variety of situations both indoors and outside. As a result, their early writing skills are developing well and evidence of this is displayed around the room and in their profiles. There are abundant opportunities for children to develop their numeracy and problem solving skills; there are numbers displayed in all areas and staff make the most of opportunities to encourage children to count. For example, children sing number songs and count the number of cups required during snack time. They understand and use everyday words to describe size and positional language. For example, children playing with the doll house, talk about 'putting the doll on top of the bed'. This means that all children get good opportunities to make progress in their learning and development.

Children are thrilled to be involved in the activities provided for them, they are inquisitive and motivated to learn. Children gain independence, feel safe, and grow in confidence as they are empowered to make their own decisions, experiment, and take appropriate risks knowing that staff are always on hand to support them. For example, children at meal time one by one confidently use the water dispenser on their own, knowing that they can easily wipe up any spillages. Staff listen to and value what children say. They build on these comments to plan exciting learning experiences for each child. Children enjoy the exceptionally well resourced role-play area, where they play doctors and take the temperature of their dolls, and administer medication to make their dolls better. They also take great pleasure in making breakfast for the staff and visitors. As a result, children have meaningful experiences to help them gain confidence and skills for the next stage in their learning and in readiness for school.

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

The staff radiate a passion to provide the best possible care for children. Consequently, the staff team are committed, enthusiastic and innovative in creating a positive and enabling play and learning environment. As a result, all children show an extremely strong sense of security and belonging within the setting. They are closely supervised by the staff, who are very attentive to them. For example, they sit on the floor with the children and get involved in their activity, or children sit on their lap when listening to stories. When staff offer specific activities, the children eagerly join in because they thoroughly

enjoy their positive and genuine interaction with them. Consequently, learning is facilitated due to strong emotional security.

Children learn the importance of fresh air and exercise being good for their health and well-being. They freely access and relish outdoor play as they enjoy jumping and balancing on wooden logs. Children enjoy practising their skills, with most children being competent, skillful and in control of their scooters and trikes stopping, starting and changing direction. They benefit from the free-flow of indoor and outdoor play. Children are dressed appropriately for the weather, because the setting provides a wide range of waterproofs, hats, coats and gloves, which they access easily for themselves. Staff promote children's independence well, by encouraging them to manage personal tasks; such as taking themselves to the toilet or supporting them if they require this, putting on and taking off their coat. Children show pleasure at their achievements, as they eagerly tell staff they have undone their coat by themselves, and receive praise for their efforts. As a result, children gain confidence and skills that means they are ready for school and support their next stage of learning.

The staff strongly support children to develop a good understanding of the importance of a healthy diet. Children independently make healthy choices from a variety of fruits at snack time. However, during snack time staff serve pancakes and fruit onto the tables, which means children do not learn good social etiquettes. Children are well behaved because staff are good role models and have high expectations of their behaviour. They learn to be considerate of others, helpful and kind and learn to share from an early age. As a result, they experience positive attitudes and skills for life. They have access to an excellent range of resources to reflect positive images of diversity. Displays and resources, such as dressing up, books and small world play with dolls with disabilities all help children in their learning of the wider world.

Children learn about keeping themselves safe through instruction and activities. For example, they know to hold the scissors properly as not to hurt others, they take pleasure in describing how not to run inside. Staff and children also undertake regular emergency evacuation practises. As a result, children develop an awareness of how to keep safe.

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

All staff have a secure knowledge and understanding of how to protect children in their care. They have all attended recent safeguarding training, ensuring that they are well aware of the relevant procedures to follow, in the event of any child protection concerns arising. There is a robust recruitment and vetting procedure to ensure all staff are suitable to work with children. For example, staff are vigilant at all times, supervising children well both inside the setting and while outdoors. Effective risk assessments and daily safety checks are completed to ensure children can play safely. This is further enhanced by the recording of staff and children's attendance, which ensures ratios are always met. As a result, children feel very safe and secure and are happy. Staff work closely with the school to provide a safe, clean, stimulating and secure environment both indoors and outdoors.

Staff ensure health and safety measures are always in place, such as making sure no hot drinks are allowed in the setting, wearing a tabard and having their hair tied back when serving food. Required documentation is concise and clearly recorded, which means children's welfare and safety is effectively supported.

Robust monitoring of the educational programmes across all areas of learning, help children to reach their expected levels of development. The manager monitors staff performance through regular supervision and appraisals and identifies training and development needs effectively. Staff frequently undertake training to strengthen their already very good knowledge of the Early Years Foundations Stage framework. They acknowledge the good support they receive for their personal and professional development. They particularly value the in-house training and opportunities to study for the next level in their qualifications. This helps to ensure that the setting has a well-trained staff team, who are eager to provide high quality care and learning for children and are highly committed to improve their practice.

Self-evaluation is ongoing and this means areas for development are clearly identified and clear objectives are set. The well-established staff team display high levels of commitment to continued development of the setting. For example, the setting has gone through turbulent times and the nominated person and the deputy ensured the parents are kept fully informed of their children's day, through written and verbal feedback, as well as with regards to the management team. Parents comment on the welcome that both they and their children receive and on the strong relationships they have with their identified key person. Further comments include, 'this is by far the best pre-school in the area' and 'nothing is too much for the staff'. Staff are proactive and committed to working in partnership with others and take a lead role in establishing effective working relationships. This means that children's individual needs are very well supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY314738
Local authority	Lancashire
Inspection number	905246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	40
Number of children on roll	38
Name of provider	Breck Primary School Governing Body
Date of previous inspection	28/03/2012
Telephone number	01253 885 319

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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, 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.

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