

Kids in Bloom @ Deysbrook Community Centre, West Derby

Deysbrook Community Centre, 2 Deysbrook Way, LIVERPOOL, L12 4XF

Inspection date	21/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 progress well because staff effectively support and interact well with them. They ably facilitate and extend children's understanding and skills, helping them to move forward with their learning.
- Children are eager to learn because staff fully reflect their ideas and interests in the varied rewarding activities. Staff also consistently enthuse and encourage children, so they are imaginative, creative and confident to try things out for themselves.
- The club's good relationships with parents and local schools ensure continuity and consistency for children and help staff to provide fun, worthwhile activities, which complement children's learning elsewhere.

It is not yet outstanding because

- Opportunities to promote all areas of learning outdoors are not fully explored. This means that children's very good physical and imaginative skills are not promoted as effectively as possible.

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 playroom and the outside learning environment.
- The inspector held discussions with the registered provider and manager at appropriate times throughout the inspection.
- The inspector looked at observations and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Sue Rae

Full Report

Information about the setting

Kids in Bloom @ Deysbrook Community Centre was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built community centre in the West Derby area of Liverpool and is managed by a partnership. The out of school club serves the local community and is one of four out of school clubs operated by a partnership. It operates from two large rooms within the centre and there is a fully enclosed area available for outdoor play.

The out of school club employs eight members of childcare staff. All staff hold appropriate early years qualifications, including the manager, who has Early Years Professional Status.

There are currently 56 children on roll, of these, three are within the early years age group. The setting also cares for children aged five to 11 years. It supports children with English as an additional language and those with special needs and/or disabilities. The out of school club opens from 7.50am to 8.45am and 3.10pm to 5.50pm, Monday to Friday, term time only. The holiday club provides full day sessions during school holidays. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- develop the environment further by extending resources outdoors for children to explore, build and role play.

Inspection judgements

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

Children quickly settle to activities and are focused and purposeful. Staff plan and organise rewarding activities and experiences, which capture children's interest and imagination. These promote their skills, attitudes and dispositions needed for school. Children are enthusiastic and keen to learn because their ideas, interests and choices are reflected in the activities and resources provided after school and during the holidays. Staff adeptly encourage and follow up children's choices and ideas during sessions. They also discuss future activities with children whose suggestions, together with information from staff's observations and evaluations, are an integral part of session planning. Through their work and interactions with children, staff show that they know each child's starting points and developmental needs and support them effectively in moving forward with their learning. Good information sharing with parents from the time their child starts, also helps staff to

get to know children's individual abilities and which aspects of their development to focus on.

The manager and staff have positive relationships with the different schools, which children are collected from. Staff also find out about and follow up current topics and trends in children's learning at school. For example, on World Book Day, children dressed up as their favourite character. When they returned from school, they drew pictures of their character, together they made their own book. Children clearly enjoy themselves. They respond readily to the enthusiasm and encouragement of the staff and are confident to express themselves as they socialise, play together, dance, draw, build and construct. Children get on well and enjoy collaborative play and working together in a mixed age group. For example, they cooperate well when playing with a large parachute outside. Staff consistently relate well to the children. They explain things clearly, praise children's efforts and give them the confidence to work things out and to do things for themselves, for example, when being challenged to run under the parachute when their name is called.

Children's thinking and problem solving skills are further extended through the many fun board and card games provided. Staff join in and support children in their play and activities, fostering their sustained involvement and developing their skills and understanding. During outside play, staff effectively coach children in developing coordination and control as they take part in different physical activities. For instance, a member of staff helps a group of children to improve their accuracy when throwing and hitting a ball.

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

The after school club is a welcoming and a secure place where children make friends and develop a sense of belonging. Staff create plenty of opportunities for children to develop good relationships as they socialise, play together and have fun. Children feel valued and are confident to seek help, or to express their views because staff are approachable and consistently listen and respond to their comments and suggestions. They are well behaved, understanding what is expected of them, because staff explain things clearly to them and make sure that they know what is happening next. This includes ensuring that children behave safely and sensibly as they play together, use equipment or move around the building.

The effective relationships between managers, staff, parents and schools are important factors in helping children to settle well at the club. The club's educational programme and the staff's effective support, foster children's confidence, skills and enthusiasm for learning. This benefits them at school and supports transitions, it also helps them to relax at the end of the school day. Information from parents and the school helps staff to have a sound understanding of each child's background, characteristics and needs. Staff successfully reflect these and children's interests in activities. However, there is scope to extend the wide range of resources outdoors to further support children's very good development in areas, such as, role play, exploration and construction.

Children are well cared for. There are robust procedures for ensuring they are looked after in a safe secure environment and that staff understand and meet their individual care, health, dietary and medical needs. Children have plenty of opportunities to be active, to play outside and to eat well. They enjoy activities that promote their knowledge and understanding of healthy eating. For example, children draw on paper plates different types of foods, discussing what they like and dislike. Staff explain what is good for their bodies and why, developing their knowledge and understanding of the world.

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

There is very strong leadership of the club and the registered provider and staff show commitment to developing the provision. There are 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 through frequent discussions with them, they 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 through discussions and questionnaires. For example, parents are invited to attend staff meetings, so that they can put forward any suggestions for discussion. An extensive range of policies and procedures are effectively implemented and shared with staff and parents to ensure the smooth day-to-day running of the club. Six monthly appraisals are undertaken by the registered provider to monitor staff performance and identify any training needs.

Staff have a very clear understanding of how to protect children in their care. They are 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.

Partnership 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 that the children make about the club and speak about how they enjoy attending. Staff have established strong partnerships with the school and other agencies, 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 **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	EY454446
Local authority	Liverpool
Inspection number	884834
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	56
Name of provider	Kids In Bloom
Date of previous inspection	not applicable
Telephone number	07766500984

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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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