

Haxby Road Koosh Club

Haxby Road Primary School, 154 Haxby Road, YORK, YO31 8JN

Inspection date

05/04/2013

Previous inspection date

11/04/2012

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 are involved in an interesting range of activities. This benefits their learning and development and their time out of school is spent being active.
- Access to physical exercise and a varied range of freshly prepared, nourishing meals and snacks contribute towards keeping children fit and healthy.
- Practitioners observe and make assessments of children's interests and development. They identify what they can provide to help each child make progress in their learning.

It is not yet good because

- The daily record of children's attendance does not include information about the name of each child's key person. This does not offer each child a settled relationship or help to build strong relationships with parents.
- The lack of visual aids and clues around the environment does not support children's interest in writing and numbers, particularly helping them find out for themselves. This impacts on children being fully active in their learning.
- The club's written self-evaluation has not been updated for some time. The supervisor has some good ideas for future development of the provision but it is not clear how or when priorities and targets will be met. This impacts on the progress of plans for improvement.
- Some information for parents is not accurate or up-to-date. This impacts on how well they are kept informed and involved.

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 practitioners and children during a varied range of indoor and outdoor activities and during snack and lunchtime.
- The inspector had discussions with the supervisor and practitioners and looked at planning documents and some of the children's personal learning diaries.
- The inspector looked at a sample of policies and procedures, record keeping, evidence of the suitability of practitioners to work with children and other documentation.
- A joint observation and operational review of the provision was completed by the inspector and the club supervisor.
- The inspector took into account the views of children and a parent.

Inspector

Jackie Phillips

Full Report

Information about the setting

Haxby Road KOOSH Club was registered in 2006. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is a privately run and managed club and is part of Kaleidoscope Day Nurseries Ltd. The club operates from the school canteen in Haxby Road Primary School, York. Children have access to the school hall, computer suite, kitchen and toilet facilities. There is a fully enclosed area for outdoor play. The club is closely linked to Park Grove Primary School where a before and after school provision is available. This is also provided by Kaleidoscope Day Nurseries Ltd but under a different registration number.

There are currently 50 children on roll, 18 of whom are in the early years age range. Children attend for various sessions. The club is open Monday to Friday from 8am to 6pm, during school holidays. There are ten practitioners employed at the club that includes five casual members. There are five practitioners that hold relevant childcare qualifications to level 3. The supervisor is working towards an Early Years Foundation degree. The club is a member of the organisation 4Children and has achieved the local authority level one "Steps to Quality" recognition.

What the setting needs to do to improve further

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

- ensure each child is assigned a key person and include this information on the daily record of the children being cared for on the premises.

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

- enhance the environment so that children can use a range of resources that will support their interest in writing and number
- build on self-evaluation by ensuring targets and timescales for improvement are regularly reviewed
- ensure information provided for parents is accurate and up-to-date.

Inspection judgements

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

Children take part in an interesting and varied range of activities that take place indoors and outdoors. This supports their learning and means they are well occupied and engaged during school holiday periods. They use a variety of toys, equipment and resources and practitioners make a great effort to create an interesting environment for children, despite the constraints of the holiday clubs irregular use within temporary accommodation. Areas are created where children can, for example, be creative, use construction materials or get involved in role play and dressing up. Some children are very interested in writing. This includes writing letters of the alphabet, recording numbers and devising simple sums of addition and subtraction. Sometimes they make mistakes, for instance writing numbers back to front. The lack of resources aimed at providing children with visual information, such as, displays, pictures, posters and number lines around the room means they are unable to investigate for themselves and rectify their mistakes. This impacts on them being fully active in their learning and 'finding out' by personal research, skills they will require for future learning.

Practitioners assess children's development and identify future learning targets. They do so by careful observation, recording their findings in children's individual learning diaries. Information gained is used to shape and guide planning. The itinerary of events planned for during the Easter holiday shows a good balance of indoor and outdoor experiences with some exciting activities led by the practitioners. For example, children are escorted to a theme park, they visit local places of interest and get involved in lots of cooking, art and craft experiences, particularly around the theme of Easter. This means children benefit from working closely alongside the practitioners, from learning about a traditional event and exposure to local places within the community and those further afield. Children are familiar with many of the practitioners because some are employed at schools some children attend. This helps children adapt and adjust to their time spent between the school and holiday club environment.

Parents are given information in different ways, such as, verbally, in written format, through photographs and via a monthly newsletter. There is some information displayed for parents to see, however at the time of the inspection not all details were up-to-date or accurate. This means they are not always well informed about the running of the club. The attendance register where parents record their child's attendance, includes times of arrival and departure but does not include who is the designated key person for their child. This is a legal requirement and does not support effective information sharing. The key person system is in place but it is a loose arrangement. For example, the supervisor tries hard to ensure those children who attend the associated out of school club provision have the same 'special person' during their time at the holiday club. However, this does not work for all children and does not take into account children's variable attendance patterns or practitioners changing shifts. This impacts on the provision of a settled relationship for each child and relationship building with parents.

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

A strength of the club is the provision of a good variety of freshly prepared meals and snacks for children throughout each day. The menu includes lots of fruit and vegetables helping children to understand about healthy eating. The weekly menu is usually displayed for parents enabling them to see the meals their children are provided with, helping them be kept informed. Children get involved at lunch time by helping to set the table or pour drinks. They are helped to understand the process of taking a tray, lining up at the counter and food serving. This makes links with some children's experiences at school and helps prepare others for what they can expect when they start school. Children and practitioners eat together supporting social skills and inspiring lively conversation. Practitioners are fully aware of the individual needs of children, including specific dietary and medical needs. This helps to keep children safe and supports their welfare.

Children are provided with good access to outdoor play. This helps promote and maintain good health and well-being. They use a variety of outdoor games, sports equipment and resources to build dens. The large grassed outdoor area is enclosed with a secure boundary fence preventing children leaving unsupervised or unauthorised access by unknown intruders. This helps to keep them safe. The frequent walks, trips and outings organised to take place develops children's understanding of the world in which they live. It helps them understand society and builds confidence at attending other settings and establishments. Children attend many different schools but the time for them to regroup at the club during school holiday periods means friendships are nurtured and rekindled. They play well together and understand how to behave. Younger children learn from their older peers and, in doing so, experience how to co-operate, work and play in harmony with others. All children have good relationships with the practitioners but tend to gravitate towards the supervisor whom is a constant presence. This also shows the arrangements for ensuring each child has access to an individual key person is not working fully effectively.

Practitioners provide space and resources for children to help them rest or relax. For example there is soft seating, rugs, cushions and large bean bags available that create an area in which children can look at books and comics. Younger children can sleep here if necessary. Equipment is well organised and provided for children at low-level helping them to make independent choices and decisions.

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

Effective safeguarding arrangements are established and practitioners understand their responsibility to protect children from harm. They know the action to take if they have any concerns about a child. This is because they attend safeguarding training and work closely with other agencies associated with children's welfare, well-being and safety. Recruitment procedures ensure all staff are checked for their suitability to work with children. There is a varied range of policies and procedures that support the operation and management of the club, which are regularly reviewed to ensure they remain effective. Risk assessments are in place to help minimise children's accidents and injury. Daily visual checks are also

carried out to ensure the environments children use are safe and free from hazards. When children are involved in accidents practitioners respond swiftly and effectively. All practitioners are trained in first aid so know how to respond to children's injuries.

The supervisor supports her team through regular meetings, supervisions and an annual appraisal. The company is committed to providing practitioners with the opportunity to work towards a recognised qualification. This means practitioners are well supported to develop personally and professionally to gain knowledge and understanding of how children learn and develop. Since the last inspection, practitioners have improved how they observe and assess children. Records show that this information helps to guide the planning of activities and in particular help each child make progress based on their interests and individual needs. The supervisor is very active in partnership working and fully understands the contribution this makes to children's learning, welfare and well-being.

The supervisor has in place a written evaluation of the service she provides but this has not been updated for some considerable time. She has ensured she has addressed the action and recommendations raised at the last inspection which has improved children's safety, welfare and learning outcomes. The supervisor includes the views of practitioners, parents and children in the evaluation of the club and is particularly keen to ensure that all practice is led by the needs of the children. For example, one area for development she talks about is improving children's learning diaries to increase parental contribution and raise child focus. However, self-reflection fails to set achievable timescales for targets and ensure that all the requirements of the Statutory Framework for the Early Years Foundation Stage are being fully and effectively met.

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	EY338322
Local authority	York
Inspection number	820692
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	50
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	11/04/2012
Telephone number	07714 238 006 NC 0113 253 4968

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

