

Whitkirk Kidz Club Co-operative Ltd

Whitkirk Primary School, Templegate Walk, LEEDS, LS15 0EU

Inspection date	02/04/2013
Previous inspection date	29/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	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 manager and her team of staff offer a warm and friendly welcome to all children and their families. They recognise children as individuals and ensure that all are treated equally.
- Children join in a range of planned and spontaneous activities. These complement activities, which they have participated in at school. Consequently, they are given ample opportunities to make expected progress in their learning and development.
- High importance is put on children's safety. Staff are vigilant and provide related activities to promote children's understanding of how to keep safe. This results in children developing a sense of danger and how to avoid hazards.

It is not yet outstanding because

- Opportunities to enhance children's health awareness through discussions about the positive contribution exercise can make to their well-being, are not always explored.
- There are fewer resources and activities provided to raise children's awareness and understanding of similarities and differences between themselves and others, with particular regard to disability.

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 playroom being used at the time of the inspection and in the outdoor area.
- The inspector held meetings with the manager.
- The inspector looked at children's assessment records, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of one parent spoken to on the day.
- The inspector carried out a joint observation with the manager.

Inspector

Cathryn Parry

Full Report

Information about the setting

Whitkirk Kidz Club Co-operative Ltd was registered in 2007. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Whitkirk Primary School in a suburb on the outskirts of Leeds, West Yorkshire and is owned and managed by a company limited by guarantee. The setting serves the local area and is accessible to all children. It operates from four rooms. There is a fully enclosed area available for outdoor play.

The setting employs six members of childcare staff. Of these, five hold an early years qualification at level 3. The setting opens Monday to Friday from 7.30am to 8.45am and from 3.15pm to 6pm during term time and from 7.30am to 6pm during the school holidays, excluding bank holidays. Children attend for a variety of sessions. There are currently 130 children attending, of whom 14 are in the early years age group.

What the setting needs to do to improve further

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

- build upon children's awareness of health by talking to them about exercise, its effect on their bodies and the positive contribution it can make to their health

- provide further resources and activities to enhance children's awareness of the similarities and differences between themselves and others, with particular regard to disability.

Inspection judgements

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

Staff demonstrate a good understanding of how children learn and develop. They are very aware of the role the setting plays in children's lives before and after a busy day at school or in the school holidays. Consequently, they promote children's learning and development well through their own enthusiasm and activities are undertaken with a sense of fun. Flexible planning, which includes input from children, enables them to be actively involved in a wide range of activities. This enhances their imagination and general development well. An effective induction procedure includes one of the three assigned key persons discussing children's starting points with parents. This information along with staffs high expectations of children enables them to provide experiences, which offer appropriate challenge and build on their current achievements.

Children's communication skills are fostered well, resulting in competent speakers and listeners. Staff effectively extend children's vocabulary and descriptive language as they talk about the 'consistency' of the cake mixture and the 'sparkly' collage materials. They provide a good range of books for children to freely access, which helps them to develop a love of reading. This is evident as children look at books independently in the comfortable book corner. They are also encouraged to understand that books can be used for different purposes, for instance, when reading the ingredients needed for a baking activity from a recipe book. Staff celebrate different festivals with children, including Divali and Easter. These are complemented with a selection of related resources, which promote children's understanding of different cultures, traditions and beliefs. Although, staff enter into positive discussions with children, there are fewer resources and activities provided to enhance their awareness of the similarities and difference between themselves and others with regard to disability. This impacts on enhancing their understanding of the wider community. Staff arrange for children to look at chicks in the school and help water the plants in the outdoor area. Consequently, they have good opportunities to learn about living things. Staff interact with children well as they weigh ingredients for baking and add up the cost of items in the role play cafe area. This nurtures their mathematical thinking well. A variety of creative activities promote children's self-expression and enable them to use different materials while having fun. These include making dens out of cloth, painting and exploring their senses in the sensory room.

Good relationships have been developed with parents. Key staff discuss their children's progress with them, so that they can work together to enhance their learning and development. This includes linking with activities taking place in school. An example of this is when they lend books relating to how plants grow to enable children to complete their school homework learning log. Information about the Early Years Foundation Stage is displayed in the main playroom. This enables parents to have a better understanding of the reason activities are provided.

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

Three key persons work within the setting to ensure that children settle quickly and have a strong sense of belonging. Children initially come for visits with their parents and then slowly build up the time spent at the setting. This is beneficial to a smooth transition from home to the out of school club environment. Staff sensitively prepare children for the move from nursery to school and class to class within school. They enter into positive discussions, including the exciting activities, which they will participate in and the new friends they will make. This is complemented with them providing a photographic book of the new classroom and teacher for children to look at regularly and a visit to the class before they start. This results in a smooth transition for children. Staff's good understanding of children's individual personalities promotes effective behaviour management. This is complemented with the children devising their own club rules. Consequently, they are learning what acceptable behaviour is and the consequences their words and actions have on others. Their self-esteem and confidence are effectively encouraged as their art work is widely displayed on the setting's walls and staff

consistently praise and encourage them.

Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items, which are clean, safe and easily accessible. These are effectively labelled to promote free choice and independence. Staff constantly review the environment to meet the needs of those currently attending. This is particularly beneficial as there is a wide age range of children and several older children with special needs and/ or disabilities. Consequently, the good organisation of space, time and resources maximises play opportunities for all children and therefore, the progress they make.

Staff actively promote routines, such as carrying scissors safely and have discussions around the dangers of speaking to strangers. They provide exciting experiences to raise children's awareness of the importance of staying safe, for instance, by enabling them to link in with a visit to the school from the local ambulance station. Consequently, this encourages children to identify hazards and take responsibility for their own safety. Staff actively manage a good balance of meeting parental wishes and encouraging healthy food options, such as fresh fruit. Staff discuss healthy eating and provide related activities to encourage healthy lifestyles. They also ensure that children play outside on a daily basis and enjoy the benefits of being in the fresh air. Various types of equipment to support children's physical development are provided, including climbing and balancing equipment, balls and hoops. This enables children to further develop muscle tone and coordination. However, there are fewer discussions about the positive contribution exercise can make to their well-being, which impacts on enhancing further children's awareness of health. Children are encouraged to have good personal hygiene routines as they are reminded to wash their hands before baking, use paper tissues to blow their noses and put their hands over their mouth when they cough. This has a positive impact on their overall well-being.

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

The manager has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. This includes ensuring that there is a wide range of experiences for children to participate in, which complement those accessed in other settings, for instance, in school. Staff have a good understanding of their role and responsibility concerning safeguarding. As a result, children's safety and well-being are ensured. Risk assessments take place regularly within the setting, and for any outings undertaken. These effectively reduce the chance of accidents occurring. The setting has robust recruitment and vetting procedures in place to ensure that staff are checked for their suitability to work with children. Consequently, children are well protected.

Regular team meetings, staff appraisals and supervision ensure that all staff work effectively within the setting. The staff's commitment to their professional development is good. This includes attending mandatory training, such as first aid and other relevant courses through their work within school, which improves outcomes for children. Individual children's needs are effectively met, as staff demonstrate a very good understanding of the benefits of working with other professionals. Staff have good

relationships with parents. This contributes to them knowing the children well and consequently, effectively meeting their individual needs. Parents speak highly of the quality of the staff and their flexible approach to supporting children and their families. Staff have regular contact with other practitioners where care and education is accessed in more than one setting. This enables them to effectively complement and extend activities.

The manager effectively monitors the setting and outcomes for children. Along with the staff, she reflects on the learning and development opportunities, which they provide. Consequently, she is able to recognise the setting's strengths and gain support to further develop identified areas for improvement. Parental feedback is encouraged in a variety of ways including initial questionnaires, a comments box and verbally. Children also have opportunities to comment on the activities provided and have added these to the Early Years Foundation Stage display. This enables staff to tailor the experiences, which they offer to meet the needs of those attending. Many improvements have been made since the last inspection. The manager and her team of staff have worked hard to continually improve their practice. Amongst other things, this has resulted in the introduction of a key person system, the development of stronger links with the school and the provision of refrigerators to store packed lunches. These have a positive impact on children's learning and development and well-being.

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	EY363898
Local authority	Leeds
Inspection number	821083
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	130
Name of provider	Whitkirk Kidz Club Co-operative Ltd
Date of previous inspection	29/07/2009
Telephone number	0113 2602411

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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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Piccadilly Gate
Store St
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M1 2WD

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