

# Kare 4 Kids

Lostock Primary School, Glengarth Drive, Lostock, Bolton, BL6 4PS

<b>Inspection date</b>	03/05/2013
Previous inspection date	08/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 have secure attachments with the staff and are confident learners who are at ease in their environment.
- Relationships with parents are strong and support the learning and development of the children within the setting.
- Staff understand how children learn; this means that children's development is nurtured and good progress is made.
- The indoor and outdoor child-focused learning environment provides stimulating and interesting activities that engage children and build on their interests.

### It is not yet outstanding because

- Observations and assessments of children's very good learning sometimes do not consistently inform planning.
- Self-evaluation is not consistently reviewed to inform the setting of areas for improvements. It does not bring together the views of the parents, children and staff, who are consulted with in order to review practice.

## 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 that took place within the hall and the outdoor area.
- The inspector took into account the views of parents spoken to on the day of inspection.  
Documentation was viewed by the inspector throughout the course of the
- inspection, including children's learning journals, policies and procedures and other relevant documents.
- Staff and children were spoken to at appropriate times during the inspection.

**Inspector**  
Shelley O'Brien

## Full Report

### Information about the setting

Kare 4 Kids was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings run by Kare 4 Kids Limited and is situated within Lostock Primary School in the Bolton area of Greater Manchester. The provision operates from within the school hall and has access to the computer suite and library area. There is a fully enclosed area available for outdoor play, which includes the school playing fields.

The provision employs four members of childcare staff. Of these, two hold a level 4 qualification, one has level 3 and one holds level 2. The provision opens Monday to Friday during term time only. Sessions are from 3.30pm to 6pm. There are currently 39 children on roll, five of whom are within 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:

- review the existing systems for observation and assessment so they always inform planning across all the areas of learning
- develop the system for self-evaluation by fully utilising feedback from parents, children and staff to identify future targets for improvement.

## Inspection judgements

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

The staff have a good knowledge of how the Early Years Foundation Stage can be promoted in an out of school club. They use this well to support children in their learning and development. The staff team work well together to provide a stimulating environment that is child-focused and child-led. Children can access resources of their own choice, which allows them to self-initiate their own play. For example, children access craft resources to make play dough meals, and investigation equipment to enable them to go on a bug hunt. Resources and activities provide age-appropriate learning opportunities which challenge children. For example, there is a mix of resources to cater for all children's differing needs and abilities. Children are engaged in learning opportunities and happily play with their peers under the skilful observation of the staff team.

Staff have systems to observe and assess children in order to monitor their progress as

they work towards the early learning goals. However, the observations and assessments, on occasions, lack clarity and do not identify future areas for planning within the play environment to progress children's learning as well as possible. Staff have a good understanding of children's individual needs and know their key children well. They use this knowledge to converse with children about their interests. The club operates solely for children who attend the onsite school. Staff liaise with school teaching staff to discuss how they can best support children in their learning. Staff have a good knowledge and understanding of the importance of partnerships with parents. They are available to discuss activities the children have participated in and concerns on a daily basis; this supports parents in gaining an understanding of the learning and development of their child. Parents are encouraged to share their achievements with the club, as are the children, in order to celebrate them.

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

Staff have a positive attitude in ensuring that children's welfare and safety is well supported. Children play cooperatively with their peers, negotiating play and making their own rules. For example, children remind each other about rules of play and older children support the early years children in their play. Adults support children in making friendships by playing with them and encouraging them to seek out other children to play with. This supports children in developing their personal, social and emotional development. An effective key person system is in place which supports children as they progress in their all-round development.

Children's self-help skills are developed well as they help to serve snack to their peers and help to tidy away resources when requested. Children's behaviour is good and they enjoy being part of the setting. They are fully involved in the setting and take responsibility for their decisions and actions. For example, staff support children to build their self-esteem through consistent praise and recognition for their achievements. For example, older children bring in trophies they have won to show their peers, and younger children are recognised for imaginative creations. Children learn about keeping themselves safe, for example, they have drawn up fire evacuation plans to display and file.

Children are encouraged to develop their independence skills and have a good understanding of healthy practices through routines, such as hand washing and having access to the outdoor play area every day. Older children are 'buddied' to younger children to support them in hygiene routines. There are good opportunities for children to learn about healthy lifestyles, for example, children discuss healthy options at snack time and staff encourage them to try fruit. Children enjoy active play and their physical development is well supported as the club has access to a well-resourced outdoor area. Children play football, use bats and balls and have access to the school's resources that are static, such as the climbing and balancing equipment. The setting has a large focus on outdoor learning. Children participate in planting activities throughout the year and harvest their crops, such as carrots, potatoes and tomatoes. Children learn how to care for animals in partnership with the school. A large chicken coop has been constructed within the grounds for some chickens that will be resident at the school. The children who attend the club have begun to learn how to care for them and will be responsible for caring for

them during the school holidays.

Transitions are well supported as staff share information with staff at the onsite school. They share information about children who are within the early years age group in order to provide a consistent approach as children develop through the early learning goals.

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

Staff are well informed about safeguarding and give a high priority to keeping children safe. This means that children are well protected in the setting. All staff have attended safeguarding training and are aware who to contact should they have a safeguarding concern. Safeguarding procedures are in place. For example, there are clear procedures to follow in the event of a concern being raised about a child or a member of staff. In addition, documentation, such as daily registers, records of accidents and undertaking emergency evacuations are in place, which further help to keep children safe. Risk assessments are carried out on a regular basis, which include all aspects of the setting. These are completed and reviewed by staff and children. This ensures children understand the importance of keeping safe and being vigilant.

Staff monitor educational programmes to ensure that the seven areas of learning are supported during each session. Planning is developed through weekly plans and by asking children what they would like to do within the club. Staff are monitored through supervision and appraisal to ensure the best outcomes for children are reached. Recruitment and induction procedures also ensure children are cared for by competent and vetted staff.

The staff work well with parents and school staff. For example, staff pass information to parents from school staff and vice versa. This impacts positively on children as it allows all carers and providers to offer a level of consistent care. Staff have been invited to attend a school trip with the early years children. This supports relationships and helps children to prepare for the visit through discussions and activities. Parents are complimentary about the club. For example, they state 'my child does not want to come home at night' and 'the children do so many things here and the staff are lovely, we feel confident leaving our children here'. Staff attend some professional development courses, such as developing knowledge around special educational needs and/or disabilities, and updates on the Early Years Foundation Stage. This has a positive impact on children as staff develop their knowledge and improve their practice. Self-evaluation and reflective practice are in place, which supports the group in identifying some areas for development. However, feedback from parents, children and staff is not routinely fed into self-evaluation to identify future improvements to benefit children.

### **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

<b>Unique reference number</b>	EY310314
<b>Local authority</b>	Bolton
<b>Inspection number</b>	820368
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Kare 4 Kids Ltd
<b>Date of previous inspection</b>	08/11/2010
<b>Telephone number</b>	01204 843419

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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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