

The City Kids Club

Bishop King C E Community Primary School, Kingsway, LINCOLN, LN5 8EU

Inspection date

Previous inspection date

07/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 have fun as they select their own play resources from the generally good range provided. They also choose whether to play with their play materials inside or outside. This enables children to make their own choices in a relaxed, informal environment.
- Children's language and communication skills are promoted as staff engage and chat to them as they play. Some staff are more skilled than others and also ask children a good range of questions, which promotes their critical thinking skills.
- Children enjoy using their imagination during dressing-up activities and their design and creativity is promoted when they make junk model racing cars.

It is not yet good because

- The setting have yet to take action to fully prevent children from having access to the blind cords, which hang down from each window, therefore, pose a potential health and safety risk to children.
- Some staff lack a good knowledge of the seven areas of learning. This prevents them from continually extending and effectively supporting children's learning through their play.
- The setting have yet to develop closer links with reception class staff where children receive their main care and learning, to enable them to continually build on what children know and can already do.

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 and care practices in the main playroom and outside play area. She also conducted a joint observation with the manager.
- The inspector spoke with the children and staff and she also held a meeting with the manager and registered provider.
- The inspector looked at relevant documentation including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff and the settings improvement plan.

Inspector

Melanie Arnold

Full Report

Information about the setting

The City Kids Club is part of a small chain of out of school and holiday provisions run by a private provider. The setting was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in its own building within the grounds of Bishop King Primary School in Lincoln. The setting serves the local area and is accessible to all children. Children are cared for in one main room and there is a fully enclosed area available for outdoor play.

The setting provides after school care Monday to Friday during term time from 3.10pm to 6pm. During school holidays the setting operates from 7.30am to 6pm. The setting closes for bank holidays and the week between Christmas and New Year. There are currently 30 children on roll, of whom, four are within the early years age group. The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two hold qualifications at level 2.

What the setting needs to do to improve further

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

- ensure children's safety by taking action to fully minimise the potential risk posed from the blind cords which are hanging down from all windows
- ensure all staff are familiar and knowledgeable about the seven areas of learning to enable them to fully support and extend children's learning as they play
- develop links with other providers where children spend most of their time, to enable the setting to complement the learning these children receive.

Inspection judgements

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

Children have fun in the relaxed, informal atmosphere. They freely access their own play materials from the generally good range provided. This meets their needs and provides them with opportunities to access resources covering all areas of learning. All staff chat to children, engaging them in simple conversations which promotes their communication skills. However, some staff do not have a good knowledge of the seven areas of learning. This prevents them from making the most of opportunities as they arise during children's play, resulting in some missed opportunities to extend and continually support children's progress through play based activities. For example, some staff show skill as they ask

open ended questions as children play, which promotes their critical thinking skills. Whereas, other staff merely engage in children's play, which does not always create purposeful learning experiences to fully enhance learning. Also, specific links with reception class staff are not in place. As children spend the majority of time within school, this means clear information is not shared and exchanged regarding children's progress and development. This results in missed opportunities to maximise on children's learning by continually building on what they already know and can do.

Presently, only the staff who have knowledge of the Early Years Foundation Stage are key workers for younger children who are in the early years age range. This results in children participating in a suitable range of activities, which are planned in line with their needs and interests. Children's learning is suitably promoted in a fun, informal environment, through play based activities. For example, during a planned activity where children participate in a 'hook-a-duck' game, they concentrate and show skill as they try to hook their ducks and their mathematical awareness is promoted as they correctly count the number of ducks they hook. They also learn to take turns, to play cooperatively and to communicate with their peers during the game. These skills form the basis which enables children to continue to develop when at school. As already identified, some staff have a better understanding of how children learn and develop and this results in these staff responding well to children's emerging needs. This allows children to explore and develop their play in a manner of their choosing. For example, when a child dresses up as a racing car driver, a member of staff gives them the idea of using the junk model materials to make a car. The child goes off in search of the items they need and is soon busy cutting, drawing and fixing four lids onto a box. The child explains that these are the wheels for their car. The child's creativity and use of imagination is further promoted as the member of staff locates a large cardboard box in the outside area, which the child soon claims as their new racing car. As children freely move between inside and outside play, this enables them to play where they feel most comfortable. This allows them to make their own choices and decisions. Ongoing observational assessments are also used to monitor children's progress to ensure children are suitably achieving within each area of learning.

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

Children are happy and settled in the secure environment. They show they feel safe as they relate well to the staff team. The manager is the key person to all early years children and she oversees the work of the other staff to ensure each child's needs are met in line with their backgrounds and beliefs. Children socialise well with their peers as they play cooperatively together. This helps them to develop confidence with their peers and adults, providing them with some of the skills needed to promote their continued learning at school. However, links with the reception class staff are not yet fully established to ensure the robust exchange and sharing of information. This results in instances where children's transition between settings is not as effective as it could be. Any unwanted behaviour is appropriately managed, with staff using positive reinforcement to promote children's good behaviour.

Children are at an age and stage of development where they are independent with their personal, health and self-care skills. Their independence is further promoted at snack time

as they choose their own fruit and vegetables and make their own sandwiches from the healthy range of foods provided. This helps children to make healthy lifestyle choices. Daily opportunities are provided for children to be active and they get plenty of fresh air as they spend a lot of time playing in the outdoor environment. This helps them to develop their physical skills and well-being.

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

The manager is aware of her roles and responsibilities and she tries to work closely with the provider and staff to ensure the requirements of the Early Years Foundation Stage are met. The manager is working to overcome difficulties she faces with time constraints to ensure all managerial tasks are completed to a higher level than she currently is able to give. For example, although performance management systems are in place to support the ongoing development of staff, these have yet to be implemented to fully ensure staff continue to develop their skills in all areas. The setting monitors and evaluates their practice through self-evaluation, which results in them being well aware of their priorities for development. However, children are only just beginning to feel the benefits of improved practice in some areas, as some targets for future development are still to be implemented. This shows the settings commitment to moving their practice forward as continuous improvements are beginning to be made.

Children are cared for in a warm, welcoming and relaxed setting. The staff are kind and considerate and show enthusiasm as they work and play with children. The suitability of the staff team has been assessed through clear recruitment, vetting and induction procedures. Staff have a satisfactory awareness of the settings policies and procedures and they use these to ensure the well-being of children is maintained. For example, potential hazards are identified and minimised in most areas through the settings risk assessment procedures. However, steps have yet to be taken to fully minimise children's accessibility to the blind cords which hang down from all windows. Although children showed no interest in these during the visit, they do pose a potential risk to children's health and safety. Other areas of the setting are safe and they use a walking bus system to safely transport the children from a different school to the setting. Supervision of children is generally good and staff have a satisfactory awareness of procedures to follow if they suspect a child is being abused or neglected. Partnership working with the local school in relation to children's care needs is quite good, resulting in some clear information being exchanged which safeguards children. Overall, this all results in children's welfare and safety being suitably maintained.

Staff work closely with parents, developing some good channels of communication to ensure children's individuality is respected and met. Staff liaise with parents on a daily basis, verbally sharing and exchanging information to keep them appropriately informed about their children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises used for the purposes of childcare are safe (Suitability and safety of premises and equipment)
- ensure that the premises used for the purposes of childcare are safe (Suitability and safety of premises and equipment).

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	EY455813
Local authority	Lincolnshire
Inspection number	891448
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	30
Name of provider	Welton Kids Club Limited
Date of previous inspection	not applicable
Telephone number	07824 762779

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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.

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.

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