

Our Kids Club

Prudhoe West County First School, West Road, PRUDHOE, Northumberland, NE42 6HR

Inspection date

09/05/2013

Previous inspection date

12/03/2009

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's behaviour is good. They play cooperatively, join in conversations with their friends, take turns and respect one another.
- Children take part in a good range of activities which are often child-initiated and stem from their interests. This means that they remain engrossed, animated and happy during their time in the group.
- Staff have friendly relationships with parents. They welcome them warmly and parents indicate that they are pleased with the group and they know that their children enjoy attending.

It is not yet good because

- Early years children have not yet been assigned a key person to offer a settled relationship for the child and a named, link person for parents.
- Arrangements for eating are not consistent at all times to fully promote children's good hygiene and social skills.
- Supervision is not in place to help staff continue to improve their personal effectiveness and to provide a regular avenue so that they can discuss general issues and children's care and achievements.
- Self-evaluation is not fully established to include the views of parents, staff and children or to identify clear targets in order to continue to make improvements to the provision.

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 held a discussion with the manager, two staff members and spoke to children.
- The inspector observed activities and routines indoors and outside.
- The inspector viewed a sample of documentation including parents questionnaires, children's files, communication folder and staffing details.

Inspector
Shirley Peart

Full Report

Information about the setting

Our Kids Club was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates within Prudhoe West County First School, which is situated in Prudhoe, Northumberland. It is managed by a private provider. The group serves the local area and is accessible to all children. It operates from an open-plan hall and library and there is a fully enclosed area available for outdoor play.

There are four members of childcare staff. The manager holds an appropriate early years qualification at level 3 and two staff hold qualifications at level 2 and one staff member is unqualified. The group opens Monday to Friday from 7.40am until 8.40am and 3pm until 6pm during term time and from 8am until 6pm in the school holidays. Children attend for a variety of sessions. There are currently 100 children on roll, seven of whom are within the early years age group.

What the setting needs to do to improve further

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

- assign a key person to each child in the early years age range, to enhance relationships with individual children and provide a clear link for parents
- put appropriate arrangements in place for the supervision of staff to enable solutions to be identified as they arise and to ensure that staff receive coaching and training in a timely manner to improve their personal effectiveness.

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

- identify hygienic and specific areas at all times for children to eat and drink in comfort, to further support their personal and social skills and to enable them to be involved in preparing their snacks
- maintain a clear focus for self-evaluation to fully include the views of parents, staff and children, to target improvements to raise the overall quality of the group.

Inspection judgements

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

Play is very child-initiated, which meets the requirements for out-of-school provision and children's individual needs. Therefore, planning is flexible and based on the children's interests. For example, they follow on activities from the previous day, such as finishing making a book and building dens. Children receive the full early years educational provision in school. However, the manager has started to record 'Wow' moments. These aim to capture any special observations on children's achievements, such as how they are building relationships and being kind and helpful towards others. The manager and staff have a quick discussion meeting at the end of every session to highlight any issues and to plan and evaluate activities. Before the school holidays the team get together formally to discuss activity planning, such as any visitors who will be coming in and to formalise ideas and outings for the children. This means that children benefit from varied, interesting experiences during their time in the group.

Children are animated and chat excitedly about the school day and the visit from the fire brigade. They state that they have been learning about 'People who help us,' and describe clearly the role of the firefighter. For example, children hold lively conversations about how firefighters can use 'their big axe to get people out of cars,' and how they 'use the hose to put fires out with water.' The manager also works in the school with the early years children. Therefore, she joins in with children's conversations and events of the day by asking them questions about other things they did relating to the visit. This extends children's thinking, talking and listening skills very well. She makes suggestions about what activities they may like to do to build on this interest and encourages children to be part of the decision making. For example, as a 'marbling ink' creative activity was planned, she asks children if they would like to make fire pictures. This fuels their imagination as she asks them what colours they might need and how they will do it. Children eagerly state, 'We'll need red, yellow and orange, and black for the smoke.' They also tell her that they will draw 'ladders and firemen' to stick onto their pictures when they are dry. This shows that activities are flexible and followed through well, based on children's interests. The good quality support from staff means that children remain engrossed in activities, which extends their enjoyment and learning very well. Children's literacy skills are good. They all manage to successfully write their own names on the back of their pictures and some, with the staff's help, also write their friends names and recognise when letters sound and look the same. This demonstrates that they are ready to move on in their learning.

Staff have very friendly relationships with parents and hold two-way conversations about the children's care and activities when they are collected. However, although the manager would mainly act as a link person for parents, a key person system is not in place. Consequently parents do not have a named, dedicated link person with which to help them become familiar with the setting, routines and procedures. Staff also pass on any relevant information from school, which means that they are fully informed. Consequently, parents are involved at all levels with regard to their children's interests and achievements.

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

The environment is reasonably well set out for children's activities and staff are well deployed. For example, they either work at the art/craft area, or sit on the floor cushions so that children can play board games with them. The library area is used mainly for children to decide on their own activities, such as making dens with cushions and fabric. Children also choose to watch videos if they want to relax. They also have easy access to the outdoor area. They play here when they choose, as a staff member is always outside to provide supervision and promote children's safety. This also ensures that children gain sufficient fresh air after the school day so that they run around and play energetically, which promotes their physical skills and good health. However, the indoor space is not as well thought out and used appropriately at snack time when children enter the group, especially on busy evenings. Although some children have space at the tables to eat their snacks, many others, which includes the early years children, sit on the floor to eat and drink. This is not hygienic and it does not fully promote their social skills or enable them to be involved in the preparation of their snacks.

Transition arrangements are suitable as children are familiar with the school environment. Therefore, children who have been attending a while enter the group easily and settle quickly. Any new children and parents are invited to the group to be shown around and the manager completes relevant documentation with them. This ensures that she has an appropriate understanding of children's individual needs before they start. However, a key person system is not in place. Consequently any new early years children do not have a named person with whom they can build a settled relationship with.

Staff have good relationships with children. They know all their names and welcome them into the group as individuals and show a genuine interest in them. Staff take notice of what children say and what they would like to do, so that they make independent choices in their play. Children's behaviour is good, as they are fully engrossed in activities and they know the boundaries. Children approach staff easily and play cooperatively with their friends. They receive lots of positive praise from staff, which raises their self-esteem and confidence well.

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

The manager has a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. She complements children's learning and enjoyment well by following through activities that they do at school and she implements most of the welfare requirements to ensure that children are well cared for. Children are effectively safeguarded. Staff have a clear understanding of what they would do if they have concerns about a child. The clear and up to date safeguarding policy is shared with staff and the manager knows how to take any concerns forward. She also liaises closely with the school staff where necessary, to ensure that children are well protected. Children are familiar with the school environment so they are aware of the boundaries. For example, they tell the staff when they are going to use the bathroom and the main doors of the

group are locked so that no unauthorised persons can enter. The manager covers health and safety issues and policies are reviewed and discussed regularly with staff. This means that staff are clear about their roles and responsibilities, which helps to keep children safe.

All of the staff have been in post for a number of years so the manager has not had to recruit recently. However, clear and robust recruitment and selection procedures are in place, to ensure that staff have appropriate skills. For example, references, identification and qualification checks are taken up and any new staff are vetted before they start working with children. Induction procedures are clear and a probationary period is in place. The manager works every evening in the group, so she has a clear presence and staff receive appropriate support; for example, when completing further qualifications. Furthermore, yearly appraisals are in place, where staff talk about training they would like to do and they discuss their performance. However, there are no regular supervision sessions. This means that personal issues and individual training needs are not discussed in a timely manner to ensure that staff get the targeted support or coaching that they may need.

The manager has addressed one of the recommendations from the last inspection very well, which has improved communication with parents and teachers. This ensures that continuity and coherence for children in the Early Years Foundation Stage is suitably established. The manager works closely with the reception class teacher during the day. Therefore, they share regular information to ensure that children's development, individual care needs and progress is supported, complemented and enhanced when they are in the group. At the last inspection it was also recommended that they consider using the Ofsted self-evaluation form to help them evaluate the provision. The manager has not yet embarked on a robust, clear system for this. She is aware of the main priority, such as possibly aiming to find a more spacious environment for the children and she does evaluate activities and act on parents feedback quickly. However, the lack of clear focus and rigor in self-evaluation to identify priorities for future improvement that fully include the views of parents, staff and children, means that it is not clear how the setting will continue to improve to raise the overall quality of the group.

Parental feedback questionnaires are mostly positive and they feel that the club is 'good' or 'excellent.' Parents in particular find that the club is 'flexible to accommodate their working patterns' and state that their children 'love the kids club and don't want to come home.' The manager quickly addresses any issues or comments noticed within the questionnaires, to ensure that parents remain happy with the service, for example, giving them sufficient information on what children have been doing and increasing the range of activities. Therefore, she analyses these appropriately to make immediate changes, which shows that parents are valued as partners in their child's care and learning.

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	EY382770
Local authority	Northumberland
Inspection number	878872
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	100
Name of provider	Joanna Kennon
Date of previous inspection	12/03/2009
Telephone number	07799 331 080

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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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