

# Koolkidscheme 2000

Red Barn Cp School, Linden Lea, FAREHAM, Hampshire, PO16 8HJ

## Inspection date

Previous inspection date

24/06/2013

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	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 satisfactory

- The well managed provision and staff's clear knowledge and understanding of how children learn promotes children's achievements in all areas.
- Clear procedures for staff suitability and robust systems of documentation that meet all regulatory requirements, strongly safeguard children and promote their welfare.
- Younger children's progress across all areas of development is sound because of suitable assessment of children's abilities and interests, and this leads to good planning.
- The sociable and welcoming environment provided encourages children to develop cooperative play across varying age groups, and this strongly promotes children's relationships.

### It is not yet good because

- Younger children attending cannot see the labelled resources clearly or fully reach these in the storage cupboard to enable them to make choices freely.

## 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 arrived and showed identification documents.
- The inspector explained the process of the inspection and provided information for parents.
- The inspector gained evidence through observing staff with children, through discussion and from viewing a range of documentation.
- The inspector provided feedback and gave the inspection judgements.

## Inspector

Christine Clint

## Full Report

### Information about the setting

Koolkidzscheme 2000 is one of two privately owned settings that registered in 2012. It operates from a room in Red Barn County Primary School in the Fareham area of Hampshire. The breakfast club is open each weekday from 7.30am to 8.40am and the afterschool club is open each weekday from 3.20pm to 6pm during school term times. All children share access to a secure enclosed outdoor play area. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Children attend from the age of four years to 11 years. Children come from a wide catchment area and are able to attend for a variety of sessions. The provider and one staff member are present at every session. Both hold relevant qualifications in childcare and early years education. At the time of the inspection there were no children attending 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:

- widen the choice of resources available to children by enabling them to see the full range of activities stored.

### Inspection judgements

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

Staff show a strong level of facilitating all children's learning through their involvement in activities and through guiding children's play. This stimulates children and encourages them to interact and express their opinions. Children choose activities freely, although younger or newer children attending cannot always see or read the labelled resources in the cupboard. This limits their choice at times. Despite this, staff are eager to encourage a variety of activities, and verbal communication plays a large part in informing children. Staff base all play sessions on children's ideas and interests and they provide resources to match these interests. For example, children play tennis with staff and older children encourage younger children to practise and develop their skills. They use safe archery equipment and learn to focus and concentrate. This increases children's understanding of taking turns and listening and following instructions. Children use a range of equipment to cut, stick and assemble card and paper to represent stained glass windows. They communicate continually, asking questions as they make decisions. Children show increasing independence and good capabilities when using tools and materials. Staff have established sound systems to show that they regularly observe the play and activities of early years children attending. They have created individual records of learning to share

with parents and the school, and this helps to identify any gaps in children's progress. Staff explain how they use their observations to measure children's progress and this helps all involved in the children's care and learning to work together in supporting their achievements. It shows that staff clearly recognise children's essential skills and they continue to promote these through everyday routines and through activities that children choose.

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

There are high levels of staff continuity in the setting and this has enabled younger children to develop strong relationships with staff. The out of school provision has created a sociable and welcoming environment which also encourages children to play cooperatively across the varying age groups. This results in younger children building wider friendships and understanding each other's needs. Children show good awareness of managing their own behaviour. They have worked with staff to write their own rules and they have displayed these as reminders. For example, children suggested that at meal or snack times everyone should remain seated at the table until all children have finished eating. Children have recognised that this promotes good manners and consideration for each other. Staff clearly encourage younger children's independence and decision making through following regular routines, especially for personal care, for changing their clothes and managing their own possessions.

Children show that they feel safe because they know the boundaries and they understand why these are in place. They have been included in the process of establishing the rules and they are able to voice opinions and share information. They learn about safety through listening, especially when they practise new activities and use different equipment. Children respond well to the fire drills and they understand the need to move away from the building. These regular practices ensure that children respond calmly to the fire alarm and know how to keep safe.

Children have healthy snacks of seasonal fruit and rice cakes after school. They are encouraged to have regular drinks in warmer weather, especially when they are active. This increases their understanding of the importance of maintaining healthy fluid levels. There are very frequent opportunities for physical exercise to encourage children's health. They play outside daily and show increasing interest in being active after the school day. Staff explain how they often use other outdoor apparatus on the school premises for physical activities and this widens children's abilities and develops strength. Children also play parachute games on the field together and they have larger indoor equipment available at times. This adds variety for children and increases the range of resources to support their all round development. There are ample resources available and these have been included to meet all children's needs and promote their ongoing learning.

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

Staff have a clear knowledge and understanding of the welfare and learning and development requirements. They have developed thorough systems to show younger children's development of essential learning skills and this effectively meets the learning and development requirements. Staff have clear processes of liaison with parents and the school to enable them to recognise any achievement gaps and work together to close these for individual children.

The provider has effectively followed all areas of the regulations for safeguarding children and this clearly promotes children's safety and increases their welfare. She has included written policies and procedures to ensure parents are informed. She has attended a good range of training to keep all information up-to-date. There are fully established clearance procedures for staff and robust systems of documentation to meet all regulatory requirements. Both staff working with the children have suitable qualifications and they continue to attend training courses, this effectively promotes the quality of all areas of the provision.

The provider has used information from her staff member and from parents and children to complete a self-evaluation of the setting. This has enabled her to understand how to maintain a professional approach and maintain the level of quality in meeting children and family needs. The provider monitors staff performance and there are clear details of the information exchanged to ensure that staff continue to train and refresh their knowledge.

Parents fully appreciate the partnership and the service that the out of school provision provides. They explain that this enables them to have peace of mind when working and travelling home. They show they are comfortable with staff and responsive to exchanging information about children's activities and their school day. Parents are very satisfied that their children are happy and safe; they recognise how much children learn from the wide variety of activities provided by the setting.

### **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>	EY457604
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	896164
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	1
<b>Name of provider</b>	Lindsey Gillian Roalf
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07931579953

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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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