

# Kenelms Kids

St. Kenelms C of E School, Bromsgrove Road, Romsley, HALESOWEN, West Midlands, B62 0LF

## Inspection date

04/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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's welfare is effectively protected as staff demonstrate a good knowledge and understanding of safeguarding policies and procedures.
- Children have formed firm friendships with others, and older children enjoy including the younger children in their play. This encourages a positive sense of belonging for all children.
- Children enjoy a nutritious snack at breakfast and tea time, which encourages their good understanding of a healthy lifestyle.
- The planning of activities includes the opinions of the children so that staff make sure these continually reflect children's interests, preferences and needs. As a result, children are engaged in meaningful activities and make good progress in their learning.

### It is not yet outstanding because

- Opportunities for children to access outdoor equipment that enables them to build, move and role play have not been fully considered.
- There is further opportunity for staff to improve on the organisation of activities following snack time, allowing children uninterrupted time to play and explore.

## 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 took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment and planning records, evidence of the suitability of staff working with children, and a range of other documentation.
- The inspector conducted a joint observation of children's activities and interaction between staff and children with a senior member of staff.
- The inspector held a meeting with the manager of the club.

## Inspector

Susan Rogers

## Full Report

### Information about the setting

Kenelms Kids originally opened in 2003 and re-registered at the current premises in 2012 on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. It operates from St Kenelms C of E School in Romsley, Worcestershire. The club is run by a private provider and serves children who attend the host school. It operates from one classroom and the school hall and outdoor play facilities.

The club employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 and above. The club currently operates Monday to Friday during the school term. Sessions are from 7.30am until 8.45pm and 3.15pm until 6pm. There are currently 15 children on roll who are in the early years age group. Children attend for a variety of sessions.

### What the setting needs to do to improve further

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

- improve on the organisation of activities following snack time, to allow children uninterrupted time to play and explore
- improve children's access to outdoor equipment that enables them to build, move and role play.

## Inspection judgements

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

Children enjoy coming to the club as staff plan a good range of activities that support their purposeful play and provide for their individual interests. Children are encouraged to make decisions as staff regularly ask their opinions. This gives children a positive sense of belonging. Children know staff listen to what they have to say and include their requests in the available activities. Staff complete observations of the children as they play and learn. This helps staff support children's learning and successfully plan for their further development. Children are familiar with the routine for the session and readily become involved in play. For example, younger children enjoy putting together a train track, which helps them with their problem-solving skills. They enjoy extending their creative ideas as they play with small world people and create their own stories using the toys as props. This helps the younger children gain confidence in talking to one another and supports their communication skills. Older children gain in confidence as they willingly help support

younger children.

Several children decide to use a part of the adventure playground as a stage to present a play, directing each other and negotiating who should do what. Staff support children effectively by listening to their ideas for play and offering advice and suggestions. They skilfully enhance and support children's play and learning by talking to them about the games they are playing. This helps staff assess children's understanding and enjoyment. As a result, staff get to know the children well. They talk to parents about their children's transfer to the club from school and the activities they enjoy. This gives parents ideas of how they can extend their child's learning when they return home. Children use snack time to talk to their friends and staff. They are keen to share their news, talking about recent events in their families.

Assessment records demonstrate children's good progress and link clearly to planning. This enables staff to plan for children's individual needs and make the most of their play preferences and interests. Children concentrate well at their chosen task, and younger children welcome the support and encouragement from the older children. Staff are skilled in asking children open-ended questions as they play, giving them time to think and respond creatively. These successful approaches to teaching and support help children to make good progress and enjoy their time at the club as they continue to gain the skills to support them well in their future learning.

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

Children settle well into the club as staff are caring and ensure they feel confident and safe. Some staff also work in school during the day, which provides children with effective continuity of care. Staff communicate with teachers as they collect children at the end of the school day. This enables staff to pass on messages to parents, effectively supporting them in the care of their child. Children develop good bonds with staff and their key person. Attachments are good because staff work alongside children in their care and closely follow their development and progress, attending to their individual needs and requests for different activities.

Children have ample opportunities to relax and enjoy their play as they use the outdoor play area. They enjoy forging friendships with other children as they use dens and friendship corners where they can sit and chat with each other. Older children are encouraged to take younger children under their wing and readily include them in play activities. This helps younger children settle quickly into the setting, enjoy their play and become involved in teamwork. As a result, children are confident and use their imagination when using outdoor equipment. For example, they make a maypole using skipping ropes, which helps them make friends as they work as a team. Children enjoy exploring the outdoor adventure playground and balancing on fixed blocks of wood. In this way, they learn to manage risks for themselves in a well-supervised environment. There is further scope, however, for children to access outdoor equipment that enables them to build structures, move around and role play.

Children are actively involved in agreeing the club rules and behaviour boundaries with

their friends. As a result, they behave well and enjoy the friendships they have made. Children enjoy a nutritious tea time snack and breakfast in the morning. Their independence is actively promoted as they make their own sandwiches from a range of healthy fillings and select from fruit, yoghurt and fresh vegetables. They take responsibility for their own personal care and routinely wash their hands before their snack. They learn how to enjoy snack times as a social occasion where they chat to their friends. Staff have a good rapport with the children, working effectively to support their activities and make sure they have an enjoyable time at the beginning and end of the school day.

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

An effective management structure monitors the educational programme to make sure that all children make good progress. The managers of the setting demonstrate a clear understanding and commitment in meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage. They are fully aware of the importance of safeguarding children and the procedure to follow in the event of a child protection concern. All of the required documentation is in place to support children's care, including the required parental consents. Policies and procedures are shared with parents so they are clear of the club's practice. The club shares good practice with the nursery that is also part of the same ownership, which helps to drive forward improvements. The setting measures the quality of the provision offered by including children's opinions. Staff use accessible questionnaires and discussions to ask children which activities they enjoy and would like included at the setting. The opinions of parents, the host school and the local authority are valued and used to inform action plans and evaluations that successfully drive forward improvements.

Risk assessments and daily checks are made of the areas used in the school, to ensure children are able to play safely. Staff are vigilant of children's safety, reminding them which areas of the outdoors they can use and how to use the equipment. There is scope, however, for children to have less interruption to their play activities following snack time as new activities are set up in the main school hall.

There are effective systems in place for staff recruitment, which ensures staff are suitable to work with children. Staff are supported in their professional development and take advantage of training opportunities offered by the local authority. Staff performance is managed through supervision and observations by senior staff that measure the quality of their interaction with the children. The staff have a good partnership with parents, keeping them well informed of their child's progress and which activities they prefer. Staff also pass on messages from school, which supports children's continuity of care and helps considerably when children are settling in. Partnership working arrangements, in terms of offering children complementary experiences and consistency, are good. This is because staff meet with teachers and keep up to date with each child's progress.

### **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>	EY458347
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	899030
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Buttercups Day Care Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01562 710354

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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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