

Kids & Co Out of School Club

Hamilton County Infants School, Barthomley Road, STOKE-ON-TRENT, ST1 6NW

Inspection date

08/07/2013

Previous inspection date

27/02/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- A key strength is the close bonds that children develop with the staff. This is because staff interact positively with the children and support them well. Consequently, children are happy, confident and enjoy their time in the club.
- Staff establish strong links with the school. They liaise with teachers about children's needs and use effective measures to share important messages between home and school. This helps staff to offer activities that complement children's learning experiences and also promotes consistency in their care.
- Children enjoy playing outside, where they participate in energetic games and practise their ball skills. This promotes their physical development and benefits their well-being.
- Monitoring is effective and staff, parents and children contribute to evaluating the quality of the club. Detailed action plans that prioritise areas for development help to bring about positive improvements for the children.

It is not yet outstanding because

- There is scope to enhance effective partnerships with parents, so that staff are constantly engaging with all parents and sharing information on a more consistent basis.
- There is room for staff to expand the range of snacks on offer, to give children wider choices and to further extend their understanding of healthy eating.

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 accompanied staff to collect children from school, and observed activities in the club room and outside play area.
- The inspector spoke with staff, children and parents, and held a meeting with the registered provider.
- The inspector looked at a range of records and policies, including evidence of suitability and qualifications of staff, children's records, the club's self-evaluation and plans for improvement.
- The inspector reviewed comments on parent questionnaires and took account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Full Report

Information about the setting

Kids & Co Out of School Club was registered in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated in Hamilton Infant School in Stoke-on-Trent, Staffordshire, and it is one of three settings managed by a limited company. The club serves the local area and is accessible to all children. It operates from a classroom and there is an enclosed area available for outdoor play.

The club employs two members of childcare staff, both of whom hold appropriate early years qualifications, including one at level 3 and one at level 4. The club opens Monday to Friday all year round, from 7.30am until 9am and 2.45pm until 6pm during school term time, and from 7.30am until 6pm during school holidays. Children attend for a variety of sessions. There are currently eight children attending who are 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:

- build on effective partnerships with parents, for example, by providing more regular opportunities for staff to fully engage with all parents and share information about the children
- expand the range of snacks on offer, to provide children with greater choices and to further increase their understanding of the benefits of healthy eating.

Inspection judgements

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

Staff prepare the room in readiness for children's arrival, making sure a variety of age-appropriate toys and play materials are easily accessible both indoors and outside. Staff are actively involved in playing with the children and they support their learning well. For instance, they share children's enjoyment of energetic games outside, therefore, supporting their physical development. Also, they successfully engage children in small world play with the doll's house, where they encourage children's imagination and recognise their good ideas. Staff enable children to express their views and preferences, and contribute to the planning of activities, which helps to ensure their needs and interests are catered for. Consequently, children are motivated, eager to join in and they

have fun.

Staff read stories to the children and encourage conversations about their play, which supports their communication skills. There is plenty of chatter amongst the children, as they talk to each other about what they are doing. Children willingly help each other with tasks, which shows they form positive relationships with their peers. For example, older children respond eagerly when younger children request their help to draw a duck. Children competently write their name, spell simple words and think of other words that begin with the same letter, which demonstrates their developing literacy skills. They show their understanding of mathematics, as they count the number of wheels they draw on their picture and talk about the size and weight of objects.

Parents receive a comprehensive information pack containing useful information about the club. They express very positive comments about children's progress and the friendships they develop in the club. Staff are beginning to introduce measures to involve parents more in children's learning, for instance, by using a new tracking sheet to promote information sharing with parents and school. This is effective in helping staff to consider children's needs, how to support their next steps and how to complement their learning in school.

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

Staff greet children warmly on arrival and make them feel welcome in the club. Relationships are strong and positive attachments between staff and children are clearly evident. For instance, children offer hugs to staff and tell them they missed them over the weekend. This shows that children feel safe and emotionally secure in their care. Staff involve children in setting boundaries in the club, so that they understand expectations regarding behaviour. Consequently, children are polite and play cooperatively together, reminding each other to share the resources. Children's photographs and artwork on display around the club room help to promote children's sense of belonging. There is a variety of age-appropriate resources freely accessible to the children, therefore, helping them to make independent choices in their play.

Children are well supervised when they move between indoors and outside, and when they visit the bathroom. This helps to ensure their safety. Staff relay messages between home and school, which contributes to supporting children's smooth transition as they move between settings. They safely escort children to and from school, and provide high visibility jackets for children to wear, so that children can be easily identified. Staff take care to ensure children wear sun cream during hot weather. They encourage them to play in the shade and take regular drinks of water. This helps children to learn how to keep safe in the sun.

Children benefit from having direct access to outdoor play space, where they enjoy lots of physical exercise in the fresh air. For example, they play chasing games with staff and learn how to move their bodies in different ways using a ball. Children demonstrate a secure understanding of the need to follow good hygiene routines, as they clearly explain why they need to flush the toilet and wash their hands when they visit the bathroom.

Overall, children eat a balanced range of healthy snacks, which helps them to understand the benefits of maintaining a healthy lifestyle, although, a greater choice of healthy snacks is not always provided on a consistent basis.

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

Leadership is effective and the requirements of the Early Years Foundation Stage are successfully met. The premises are secure and new procedures are in place to prevent unauthorised access to the club. For instance, a notice is fixed to the outside gate to remind visitors to lock it, and as parents depart with their children, staff walk them to the gate to ensure it is shut and bolted. Staff know how to keep children safe, for example, by using effective risk assessments and providing close supervision. They are trained in safeguarding children and understand how to identify possible signs of abuse and how to report concerns about children's welfare. This helps to ensure children are protected from harm.

Effective policies, procedures and records are maintained, which helps to promote the safe management of the club. Recruitment and vetting procedures are robust, therefore, contributing to ensuring the suitability of staff. Staff appraisals are imminent and there is a commitment to developing practice, for instance, both staff are in the process of enhancing their professional qualifications.

Self-evaluation and monitoring of the club is thorough. For example, the owner oversees planning and tracking documents to monitor activities and children's progress. She also conducts staff observations and gives them reflective questions to consider their own practice. Children's views are sought about the activities on offer and questionnaires are used to seek feedback from parents. This information is used by the owner to devise comprehensive action plans to target areas for improvement. Plans are reviewed to evaluate the impact of changes for the children. This demonstrates a strong capacity to maintain continuous improvement.

Links with the school are effective and contribute well to promoting a consistent approach to meeting children's needs. Staff liaise with teachers and complete a 'communication link diary', so that important messages are consistently shared between home and school. Partnership working with parents is developing well and relationships between staff and parents are strong, although, one parent did suggest that some aspects of communication could be developed even further. Overall, parents are very happy with the club and confirm children enjoy attending. They express very positive comments about the 'relaxed atmosphere, safe surroundings and the friendly and caring staff'.

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	EY451910
Local authority	Stoke on Trent
Inspection number	921286
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	26
Name of provider	Kids & Co (Stoke) Ltd
Date of previous inspection	27/02/2013
Telephone number	01782234424

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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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