

Kidscape Breakfast/After School/Holiday Club

Longfleet C of E VC Combined School, Jolliffe Avenue, POOLE, Dorset, BH15 2HF

Inspection date	07/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy playing in the large outdoor play areas where they benefit from fresh air and exercise on a daily basis.
- Children are happy and settled and enjoy the time they spend at the club. They are involved in creating the club rules, which they fully understand and adhere to.

It is not yet good because

- There are some inconsistencies in the way staff record incidents which are not in line with Local Safeguarding Children Board procedures.
- Staff do not always give children time to consider questions and form a response. This limits children's opportunities to express their ideas and choices.

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 staff and children in the classroom and outdoor area and spoke to staff at different times during the inspection.
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.
- The inspector spoke to parents to gain their views.

Inspector

Maria Lumley

Full Report

Information about the setting

Kidscape Club registered in 2013 and is privately owned. It operates from two mobile classrooms in the Longfleet School, in Poole, Dorset. Children will also use the school hall, and the surrounding school grounds for outdoor play. During the school term, the club will operate specifically for the children at the school, but in the holidays it will be accessible to all children. The club opens Monday to Friday during term time, from 7.30am to 9am for the breakfast club and 3.15pm to 6pm for the after-school club. In the holidays, it operates Monday to Friday from 7.30am to 6pm.

The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register to care for children from aged four years upwards. There are currently 83 children on roll, 20 are in the early years age range. A team of seven staff work with the children, including the manager, four have relevant early years qualifications.

What the setting needs to do to improve further

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

- ensure that all staff consistently implement the safeguarding policy and procedures in line with Local Safeguarding Children Board procedures.

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

- give children time to make choices, think and express what they want to say.

Inspection judgements

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

The educational programmes cover the seven areas of learning and provide a range of interesting challenges. Staff involve children in making plans for future activities, linking in with their ideas, interests and next steps. Parents are asked to complete 'All About Me' sheets to support staff in being aware of children's individual needs. Children make steady progress in their learning and development. Staff, generally know the children well and describe how they support their next steps. They use appropriate teaching methods to enable children to have opportunities to be challenged in their learning. For example, children handle scissors well and manage to cut out accurately, showing confidence and dexterity. Staff plan that next time they will provide them with complex shapes to cut out

to keep them challenged. However, at times staff rush children to make decisions and do not give them time to consider questions being asked of them. For example, when asking children to select teams, staff repeatedly say, 'Quick, quick, make a choice'. This limits children's choices and opportunities to express themselves.

Children enjoy taking part in craft activities and use sponges, paints and shells to design pictures of the sea, linked to their current 'Ocean' theme. Children transfer paint to the paper and talk about what they are doing saying, 'This is the sea, this is the sand'. Staff support this well and ask children which colours they could mix together to create purple and orange paints. Children enjoy this challenge and explore what happens when colours are mixed. They show good control as they manipulate pencils and write their names on their work. Children ably count and calculate during play and task. For example, when playing boules they work out that all of the four players need two boules each. They count out 20 plates at snack time and when staff remind them that there are 27 children they calculate that they need an additional 7 plates. These positive experiences compliment children's learning at school.

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

Children clearly enjoy their time at the club and many are reluctant to go home at the end of the day, asking parents, 'Can we stay longer?' This enthusiasm demonstrates that they feel safe, secure and happy. The key person system works well and children approach all staff for support and to share their ideas. Children have developed close friendships and show consideration for others. They are familiar with the club's rules, which they have helped to create and behave well. Children play cooperatively at group games, listening and following instructions from staff. They congratulate their friends with 'high fives' when they succeed at tasks and wait patiently for their turn. Children are independent in their self-care skills and dress themselves for outdoor play. They enjoy the responsibilities that staff give them, such as helping to prepare snacks and set the tables. Children benefit from a healthy choice of foods at breakfast and snack time and drinks are always readily available for them to access independently. The classroom and outdoors areas are well resourced and equipment to support children in all areas learning and development. The free flow arrangements enable all children to spend time outside and regular use is made of the school field and playground where they develop their physical skills. They learn how to control their bodies as they kick balls into nets and spin hoops around their waists. Therefore, children make sound progress in their physical development.

Children take part in planned evacuation procedures so that they understand how to behave in an emergency. Staff ask children to consider safety at everyday events so that they become aware of the hazards around them. For example, staff ask, 'Do you think it is safe to roll the balls in that direction?' The children look around and realise that they are rolling the balls towards where other children are playing and decide on a safer direction. A child says, 'We don't want them to hit them, it could hurt'. As they paint ocean pictures, staff ask them how they stay safe whilst at the beach. Children reply, 'Stay close to our family, the life guards keep us safe'.

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

A suitable range of policies and procedures are in place and available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being. The designated safeguarding officer has attended training in safeguarding to enable them to keep up-to-date with any changes in legislation and of their roles and responsibilities. However, although staff demonstrate suitable knowledge of how to protect children, on occasion they do not maintain accurate records as required. Consequently, children's safety and well-being is not consistently promoted. Nevertheless, risk assessments are in place and monitored regularly to check that the indoor and outdoor areas are safe and suitable. Suitable recruitment procedures mean that all those working with children have completed appropriate vetting procedures, including references. Staff have an induction to the club during which time they are fully informed of the policies and procedures in place. Staff appraisals are conducted and staff are responsible for maintaining a reflection diary to summarise their work, aims, goals, and training needs.

Staff have developed effective partnerships with parents. They tell them each day about their child, telling them how they have been and what they have done. Parents speak positively of the relationships they have with staff and comment that they are friendly and supportive. They say that their children always want to stay a bit longer. Most children that attend Kidscape also attend the school where the club is based. Staff meet with teachers as transfer of care takes place between school and club staff.

The manager has systems to evaluate the provision. At weekly team meetings staff are able to share their ideas and discuss what is going well and areas that they could improve practice. The manager has recently introduced new observation sheets to improve the way that staff record children's progress. The manager values the regular visits from her early years professional from the local authority. They conduct mini inspections to support staff in identifying what direction they need to be heading. As a result, management and staff demonstrate a commitment to improving outcomes for children.

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	EY461521
Local authority	Poole
Inspection number	913340
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	83
Name of provider	Dolly Swee Neo Senior
Date of previous inspection	not applicable
Telephone number	07976281995

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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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