

Kids United Out Of School Club

United Reform Church Hall, Liverpool Road, Penwortham, Preston, Lancashire, PR1 0LY

Inspection date	02/12/2013
Previous inspection date	11/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have very good knowledge of what children can do, which means that they can correctly identify and plan the next steps in learning. Consequently, children make good progress in all areas of development.
- Staff have excellent relationships with parents and school teachers. As a result, children are well supported in their transitions to school and parents feel part of their child's learning journey.
- Safeguarding children is of high priority with all staff being highly trained and confident in their role. As a result, children feel safe in their surroundings.
- Children are settled and secure because they have formed close bonds with their key person who knows them very well. This ensures all children's needs are met.
- Self-evaluation is good. Staff ensure children can take ownership of their club and that their voice is heard through a suggestion box. This includes children in the decision making process and ensures children feel valued in their club.

It is not yet outstanding because

- There is scope to improve access to printed words, letters and numbers to enhance children's early literacy skills further.

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 had a tour of the premises.
- The inspector observed practice in all rooms.
- The inspector took into account views of parents.
- The inspector spoke with staff at appropriate times of the day.

Inspector

Kerry Greenall

Full report

Information about the setting

Kids United Out of School Club was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee. The club operates from the main hall and side rooms of the United Reform Church Hall in Preston and provides a service for two local schools. Children have access to an outdoor play area. The club has 98 children currently on roll between the ages of four and 11 years. There are currently 11 children on roll in the early years age range.

The club is open each weekday from 7.30am to 8.45am and from 3pm to 6.50pm during term times only. The club employs five members of staff; all of whom hold appropriate early years qualifications at level 3 and above.

What the setting needs to do to improve further

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

- provide further opportunities to stimulate children's literacy development, for example, through the use of signs, symbols and other forms of print.

Inspection judgements

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

Children have access to a wide range of exciting and comprehensive resources to engage them in play. These include a variety of creative and imaginative activities to help extend children's problem-solving skills and co-ordination. For example, large soft bricks are available for children to build structures and identify visual patterns. Staff monitor children closely to help enhance learning and continually offer new ideas to extend play. Strong emphasis is placed on talking through what children are doing, asking open-ended questions and challenging children at a level that suits their individual needs. As a result, children are generally working within the typical range of development for their age with some children exceeding particularly in communication and language.

Staff know children very well and use observations to correctly track development showing understanding of children's next steps in learning. Staff have high expectations of what children can achieve and build on what they can already do. This ensures children have fun after school awhile learning and staff ensure activities complement the learning that takes place at school. Staff have excellent relationships with class teachers to ensure learning can be extended in the after school club. For example, children learnt about space at school, so staff continued this theme with stories, making rockets and a visit from an astronomer. Staff also provide teachers and parents with 'Wow' moments of the children's achievements, so they can be acknowledged in school. As a result, the children

are keen to gain a 'wow' moment at after school club and this is often used as a positive reward. Children feel relaxed and therefore, able to focus on activities that effectively challenge their development.

Role play areas allow for mark making, including problem-solving and dressing-up. Children learn to share, play together and take turns to access resources in a friendly and well-planned environment. There is scope, however, to extend children's early reading and literacy skills by providing further visual signs, print and text. Information and communication technology is a strong focus for the setting introducing hand held games and interactive games to engage children's interest. Children learn to develop hand to eye co-ordination, physical skills and development of their memory when using the resources available. A large secure outdoor space is available to all children who attend, with a range of equipment to promote active play, such as, scooters, balls, bikes and push along toys. The children learn to play indoors and outdoors together during team games and have use of tents, blocks and cushions to create obstacle courses. As a result, children have many opportunities to develop their physical skills indoors, outdoors, alone and in groups of all ages.

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

The club is a child-centred, inclusive setting where all children and families are welcome. Staff gather good information from parents about their child, so that their individual needs are known and met. Throughout the club, a high priority is placed on children's personal, social and emotional development and consequently, children are content, feel secure and play cooperatively with their peers. Behaviour is good because staff take a consistent, calm approach to ensuring children understand expectations of how to behave.

Children are allocated a key person depending on the attachments they build with staff where possible, so children are matched carefully. Key persons know children extremely well, which means that they can effectively support them through transitions with parental guidance. Excellent bonds have been developed over time between staff, children and families. As a result, parents feel comfortable to talk to staff about anything concerning their child and feel confident their needs are met. Parents feel they have a good partnership with the staff and feel included in many decisions about the club. Children also feel at ease and move around the club with confidence, understand the routine well and play happily with all ages. Staff carry out regular risk assessments and they are deployed well to suit all children's needs and ensure their safety. Safety is a high priority for staff, especially when collecting children from school. All children are clear about the routine and why they wear high visibility jackets. Children verbalise that they wear the jackets 'so people know where we are from and so we can be seen'.

Children have opportunities to spend one-to-one time with their key person and enjoy sharing stories about their day. Key persons ensure that all children feel valued in the group regardless of their age and are able to join in all activities. This builds children's confidence and self-esteem, which has a positive effective on their well-being. Children's care needs are very well provided for with cosy areas for rest and relaxation after their day at school. Children are encouraged to develop self-help skills and independence by

pouring their own drinks and preparing their own sandwiches where possible at snack time.

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

The management team have a good understanding of the safeguarding and welfare requirements. Robust recruitment procedures ensure all adults are suitable, which means that children are safeguarded. The designated person for safeguarding has a good understanding of the role and ensures all staff are clear about their role if they become concerned about a child's welfare. Staff have a wealth of experience between them and all have appropriate childcare qualifications to meet children's needs. They all attend regular purposeful meetings with local children's centres and other after school clubs. This helps the team keep up to date with new requirements and gain valuable advice and support. Staff meetings are child focused and regular and staff development plans are in place to identify appropriate training to develop their knowledge. As a result, children benefit from a well-qualified team.

Parents are very welcome in the club and their suggestions are welcomed. Some recent suggestions include opening earlier and adapting the snack menu, which have both been honoured. The manager welcomes new ideas and encourages children to make suggestions regularly. As a result, self-assessment is very inclusive of children, staff and parents' ideas with an agreed strong emphasis of learning while having fun. Questionnaires are sent out regularly to parents to gain their feedback and parents feel their views are listened to. Parents explain they are very happy with the club, feel part of their child's learning and that their child has developed well due to the support received. The club is very much part of the community as children and staff attend local events, such as art and music shows with the children to support other schools. In addition, children are given the opportunity to make suggestions of new toys or games for their club. This helps them feel valued, contribute to decision making and they able to take ownership of their club.

The manager regularly monitors children's development files and places priority on recognising any gaps in learning in line with the class teacher to complement children's learning. Through positive and effective management, the team work very well together, have the children's interest and safety at the heart of all they do. The team provides a very warm, relaxed and educational environment for all children who attend.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	309775
Local authority	Lancashire
Inspection number	876852
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	98
Name of provider	Kids United Out Of School Club Committee
Date of previous inspection	11/12/2008
Telephone number	07765711365

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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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