

# Kids Kapers

Mossfield Children's Centre, Mossfield Road, Swinton, MANCHESTER, M27 6EH

## Inspection date

22/01/2014

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

- Teaching and learning is good. Staff are skilful practitioners and show a high level of awareness of how children effectively learn.
- The leadership and management of the club is good. As a result, staff are well supported and offer challenging learning opportunities to children.
- Safeguarding practice is fully understood by staff. As a result, children are well protected and safeguarded in the setting.
- Staff give a high priority to the importance of partnerships with parents. This enhances children's learning as all carers offer consistent care.

### It is not yet outstanding because

- Information gained from school partnerships does not always include children's progress and achievements. As a result, staff cannot always complement children's learning in school.
- Resources in the outdoor area do not consistently offer a wealth of learning opportunities in all areas of learning.
- Opportunities for children to build their independence at snack times can be inconsistent. This impacts on children learning valuable life skills.

## 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 activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the manager and owner throughout the inspection.
- The inspector looked at documentation to ascertain children's progress and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation and improvement plans.

## Inspector

Elisia Lee

## Full report

### Information about the setting

Kids Kapers before and after school club was registered in 2013 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the main hall within Mossfield Primary School. It is situated in the Mossfield area of Swinton. It is one of two provisions owned and privately managed. The setting serves the local area and is accessible to all children. It operates from the ground floor and there is an enclosed area available for outdoor play.

The setting employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, three hold appropriate early years qualifications at level 2 and one member of staff is unqualified.

The setting is open five days a week from 7.30am until 9am and from 2.55pm until 5.45pm during term time. The holiday club runs from 7.30am until 5.45pm during school holidays. Children attend for a variety of sessions. There are 60 children on roll attending for a variety of sessions, of whom 24 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:

- strengthen the information gathered through partnerships with schools so that staff can consistently plan activities which complement children's learning and development needs
- enhance resources in the outdoor area to offer a breadth of learning opportunities for children
- explore different ways in which children can develop their independence skills at snack time.

### Inspection judgements

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

Teaching is good and all staff support children well. Staff use adult planned and child-initiated activities which support children's learning and interests. Children are supported by staff using effective questioning. For example, children play with play dough and staff ask them mathematical based questions, such as 'How many buns are you making?' and

'Is that the same shape?' As a result, children are actively engaged in learning and make good progress. Conversations are meaningful and support children in developing their knowledge. For example, staff read books to children and if children are unsure of something in the book staff will initiate discussions with children to support their understanding. As a result, children's communication and language is well supported. Staff show a genuine interest in children's play and children request that adults join in their play. Relationships between staff and children are warm and as a result children's learning is enhanced.

Staff have attended training in the Early Years Foundation Stage and are generally able to recognise children's progress and understand their development needs. Secure relationships are in place which means that staff have a good understanding of children's likes, dislikes and interests. Development files are in place for all children which include observations of children, photographs and examples of children's work. Staff have developed strong partnerships with the onsite school. For example, children are learning about plants at school and staff have asked children to help design a new outdoor garden area for the setting. This extends children's learning opportunities. As a result, children's needs are well met and they are well prepared for future stages in their learning.

Links with parents are strong. Staff make a concerted effort to speak with all parents each day and operate an open door policy which means that parents are welcome at anytime. In addition, parents are asked to be part of the parent partnership agreement which states that the setting will provide a welcoming open house, encourage parents to look round, ask questions and make suggestions in order for staff to monitor the service they provide. Staff speak with parents every day, relaying messages from school or the activities that children have undertaken at the group. Parents are complimentary about the setting. For example, they comment 'my child loves coming here, staff tell us what they have been up to every day, all the staff are great' and 'staff are fantastic, I have built up really good relationships with all of them, the club is great in every way'.

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

Children's emotional well-being is effectively supported in the club. This allows children to build secure relationships with their peers, older children and staff. Older children independently help younger children with tasks. For example, older children show younger ones how to play with picture domino cards. They show a great deal of patience as they explain how to find the corresponding pictures. Children are encouraged to express themselves freely while they play. For example, children use role play clothes to act out a scenario of visiting the doctor, and older children discuss how they enjoy acting out talent contests. This shows that children's personal, social and emotional development is well supported.

A good key person system is in place and staff know children very well. Key persons are allocated to each school from where staff collect children. This means that relationships can begin to form between children and key persons through daily walks as children return to the club. As a result, children show a real sense of belonging. Children are

settled and confident and exhibit a real ownership of the club. Children excitedly show the inspector different resources and talk about their favourite activities to do while at the club. Behaviour is good. Children listen carefully to staff and respond to instructions. Staff use effective strategies to support behaviour. For example, staff shake a tambourine before snack time which allows children to key in to different activities within each session. Staff are positive role models and care for children well. Children's understanding of safety issues is demonstrated. For example, children wipe up spilt juice from the floor, so that others will not slip. Children's independence skills are promoted well. For example, children hang their coats up, use the bathroom and access resources to initiate their own play. However, opportunities to build on independence skills during snack time are less well established.

Children learn about healthy lifestyles through daily outdoor play and being provided with a range of healthy snacks. Children are provided with breakfast and an afternoon snack, which are prepared on site. These are healthy, balanced and nutritious. Drinking water is freely available. During school holidays, children have the option of bringing in packed lunches to eat at lunch time. Children have the opportunity to exercise through music and movement sessions, accessing the onsite school playing fields and using the clubs designated outdoor area each day. This supports children's physical development as they explore the outdoors. However, resources in the outdoor area do not consistently offer a wide breadth of learning experiences.

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

Safeguarding is good. Staff are aware of the correct procedures to follow and the agencies to contact should they be concerned about a child's welfare. There is a comprehensive safeguarding policy in place which supports good practice and ensures the safeguarding and welfare of children. Safeguarding practice is effective. For example, visitors identification is checked, a visitors book is used to monitor adults on the premises and staff use a camera phone so they can monitor who is at the entrance door. In addition multiple session registers are undertaken and accidents and the administration of medication is effectively documented. There are good recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. Risk assessments and daily safety sweeps are carried out to identify and help minimise risk to children.

Staff have relevant and appropriate early years qualifications and regularly access training opportunities. Recently staff have attended training on 'Safeguarding children', 'Delivering the Early Years Foundation Stage' and 'Healthy Eating'. Staff are effectively supported by management and are encouraged to undertake further study or continued professional development opportunities to update and refresh their knowledge. As a result, staff support and extend children's learning and thinking well, through meaningful interactions and discussions. For example, staff consistently praise children which builds children's confidence, self-esteem and interest in further learning. As a result, children are happy and achieve well. The manager monitors staff practice through regular supervision, appraisals and staff meetings. Leadership and management is good. The manager

monitors teaching and learning through observing staff and providing feedback. The management have identified some key areas of development which will improve the club further. For example, by involving children when planning activities.

Partnerships are generally good between the staff and the three schools from where children are collected. As a result, children are well supported both in the club and as they move classes and prepare for the next stage in their learning. Information is shared about children's likes and dislikes and any messages that teachers would like to be passed onto parents via the club. However, shared information is not consistently about children's learning and development needs. This can affect planned activities as they may not always complement children's learning in school. In addition, there are strong partnerships with other providers, local authority advisors when attending training and staff from the onsite children's centre. These partnerships help staff to support children's individual needs and enhance all aspects of children's learning.

### **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

<b>Unique reference number</b>	EY459692
<b>Local authority</b>	Salford
<b>Inspection number</b>	930663
<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>	45
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Kids Kapers Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07870745825

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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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Piccadilly Gate  
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