

Halterworth Kidz Club

Montfort Hall, Benedict Close, ROMSEY, Hampshire, SO51 8PN

Inspection date	06/02/2014
Previous inspection date	28/03/2011

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		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 are very happy at the club where they enjoy a range of fun activities which compliment their learning.
- Staff undertake good quality observations and plan activities which promote the children's next stage in development well. Therefore children are making good progress in their learning and development.
- Children play harmoniously together. They take turns, share and work creatively together with the wide range of resources available.
- The club has good relationships with parents and the school and this results in all parties working together for the benefit of all children.

It is not yet outstanding because

- Staff do not always check the condition of resources as they put them out to ensure that they are in full working order for children to use. Therefore some of the resources limit children's play and learning experiences.

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 talked to the staff, children and parents.
- The inspector observed the children being transferred from the school to the club.
- The inspector observed the interaction between the staff and children.
- The inspector sampled the relevant paperwork kept on the early years children.

Inspector

Amanda Shedden

Full report

Information about the setting

Halterworth Kidz Club first registered in 2000 and re-registered in 2010. It is one of 15 settings owned by Kidz Play (UK) Limited. The club operates from a community hall in the Romsey area of Southampton. The after school club is open each weekday from 3.30pm until 6pm during school term-time only. All children have access to an outdoor play area. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 66 on roll, of whom 20 are in the early years age range. There are four members of staff employed to work with the children. The manager is qualified in play work to level three and two play assistants hold either early years or play work qualifications to level two and above.

What the setting needs to do to improve further

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

- review the learning environment so that the range of resources children are able to select from fully enhance their learning.

Inspection judgements

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

Children are happy and experience a range of stimulating and interesting activities at the club. Staff have an accurate understanding of the learning and development requirements for this age group. They undertake observations on the children and successfully incorporate these next steps in learning into their play. This effectively helps children make good progress in the learning and development.

There is a good balance of child-initiated and adult-led play. The children select for themselves from the interesting and wide ranging activities on offer. Each day there is a short meeting to discuss what is available from the range of activities and what is on offer for snack. This makes children aware of what is available to them and gives them time to think about what they would like to do and eat.

Many of the children are excited to see how to make 'fairies in a jar'. They sit together and follow staff instructions which help them understand how to stay safe whilst undertaking this experiment. Staff give children appropriate help, dependent on their stage of development, to use the fluorescent sticks and to choose which colour of glitter they want to use. They then sprinkle this into their jars. Children are excited to see if it works and staff encourage them to take their jars into a dark place to see if it glows. If it doesn't staff and children talk through why maybe it didn't work and try again. This develops their critical thinking skills and helps develop skills for their future learning. Other children

choose to use their creative skills to make different things from the construction resources. For example, some work together to make vehicles, others make objects that move in the wind; bending and twisting as they move around the room. Staff sit with the children to discuss what they are making. They help those children that need it to join the rods together.

Writing and drawing are a very popular activity at the club. Children choose which writing tool they want from the wide selection on display. Staff engage in worthwhile conversations with children encouraging and checking that they know the sounds of the letters as well as the name of them. This links very well to the next steps in learning that staff have previously identified for children. Staff praise children and children then beam with pride when they write different names down or write new words that they have sounded out. They receive lots of praise from the staff and this builds on their self esteem and self-confidence.

Staff provide a book area to help develop children's literacy skills and enjoyment of books. This area is popular with children who sit on the comfy cushions reading their books or having stories read to them. Older children show consideration to the younger ones as they read stories to them.

Communication with the parents is effective and worthwhile. Staff and parents work together to decide together the next steps for the individual child resulting in parents being fully aware of the activities they can do at home to compliment what is happening at the club.

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

There is an effective key person system in place and children are fully aware of who their key person is. This helps give them a sense of security in the club. The key person is aware of each child's ongoing needs due to effective communication with the parents and school. They are aware of the children's likes and dislikes and this helps children form good relationships with adults and the other children.

The staff are good role models as they talk calmly to the children. They use good questioning skills that encourage children to find solutions for themselves. The staff work well as a team. They fully supervise the children and move around the room interacting positively with them. Children' behaviour is good they share and take turns and work well together. Children are very proud when they earn stickers for doing something well building on their self esteem. Children learn about keeping themselves and others safe. They are encouraged to think about why something might be dangerous and find the solution. For example when walking fast around the room with their creations they are stopped and asked why might it be dangerous? They discuss the cause and find the solution themselves. They are aware of the rules when they walk from the school to the hall. Wearing high visibility jackets, walking in pairs in small groups and using the crossing patrol. This helps build on their understanding of how to keep themselves and their friends safe.

All staff have a clear understanding of how to safeguard children and promote their welfare. They all undertake training to underpin their knowledge of procedures to follow if they had a concern about a child. They maintain the required staff to child ratios and ensure that the areas used by children are free from potential hazards before children arrive for their session. For example, when the heating failed to work staff installed radiators to warm the area and then moved to another registered location when this was not effective. The outside door is locked and parents or visitors have to ring the bell to gain entry. Therefore staff effectively safeguard children and promote their welfare.

The environment is safe and welcoming. The resources are displayed to support children's learning in all areas. The room has been arranged to encourage children to self-select from a wide range of resources. However occasionally some of the resources are not always in full working order. For example on the day of the inspection the play till was not opening, had no money with it and therefore added nothing to enhance the children's play or learning.

Children enjoy a range of snacks during their time at the club. They have a choice of a hot snack or they can make themselves sandwiches or have crackers with a choice of toppings. Children are encouraged to prepare their own sandwiches and crackers which they sit and enjoy together making it a social occasion. Staff ensure that fruit and drink is readily available and children can select this for themselves. This promotes their personal independence skills and provides them with choice in what they do and when they do it. Activities linked to healthy eating are undertaken and displayed in the room. This helps children understand about the importance of a healthy diet.

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

All staff are aware of the welfare and learning requirements of the Statutory Framework for the Early Years Foundation Stage. They undertake observations and assessments on the children, using these to identify children's next steps in learning. This information is then used to plan activities and help staff target children's learning in their day to day interaction with them. They liaise with the school and parents to ensure that the targets they are setting are appropriate and compliment their school targets. This promotes continuity of care and learning well.

The senior management implement robust systems to ensure that all staff are suitably qualified and appropriately vetted. Staff receive regular appraisals to help identify their training needs and ensure continuous professional development is achieved. Effective daily risk assessments are conducted for the premises and equipment. When they feel the premises are not satisfactory they make alternative arrangements to use their other registered provision. It has already been risk assessed as it is the school hall which is used for the holiday club and the children know it very well. The same staff team accompany the children and appropriate resources are in place.

The new staff team work well together and evaluate their practice as they talk each day. Parents' thoughts and views are sought regularly and children frequently evaluate the activities giving the group an indication of what the users of the setting feel.

Parents are provided with a wide range of information about the organisation of the setting, the activities provided via newsletters and parents pack. They have daily discussions with staff when they collect their children at the end of the session and are fully involved in setting further targets. The positive relationship with the parents and school is strength of the group as it results in all parties working together promoting positive outcomes for children. Parents comment on how much their children enjoy coming here and they are impressed with the range of activities their children enjoy at this after school club.

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	EY416798
Local authority	Hampshire
Inspection number	950305
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	66
Name of provider	Kidz Play (UK) Limited
Date of previous inspection	28/03/2011
Telephone number	07701 089 428

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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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