

Kids First Ltd

Chawson CP School, Wych Road, Droitwich, Worcestershire, WR9 8BW

Inspection date	06/03/2014
Previous inspection date	21/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 requires improvement

- Children are safeguarded as staff have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Children are comfortable and relaxed at this club and have secure relationships with the staff, who engage naturally with them.
- Children have access to healthy snacks and physical play activities. This helps children develop a positive understanding of health and exercise.

It is not yet good because

- Observations and assessments are not used to identify children's next steps in their learning and development, to enable staff to effectively build upon what children already know and can do.
- A programme of regular staff supervision is not established to guide staff in making improvements in their skills and practice so that they support children's care and learning at all times.
- The use of self-evaluation and the setting of priorities for improvement are not fully embedded. Consequently, some areas for development are not identified.

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 within one playroom and children having their tea-time snack.
- The inspector held discussions with the manager and staff and engaged with the children during the inspection.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Amanda Tompkin

Full report

Information about the setting

Kids First Limited was registered in 2004. It operates from the school hall in Chawson First School, Droitwich, Worcestershire. All children share access to an enclosed outdoor play area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend from Chawson First School and other local schools.

The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 8.30pm and 3pm until 6pm during term time and 8am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 61 children attending, 19 of whom are in the early years age group.

What the setting needs to do to improve further

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

- develop observations by linking them to children's development ages and stages in order to plan the next steps in children's learning and enable staff to monitor their progress
- ensure appropriate arrangements for the supervision of staff and encourage a culture of support, coaching and continuous improvement to ensure children's well-being is promoted effectively at all times.

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

- develop the use of reflective practice to identify areas for improvement which will enhance the provision for all children.

Inspection judgements

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

Children are happy and settled at the club where the emphasis is on learning through play and having fun. They enjoy attending and receive a warm welcome from staff on arrival. Children settle quickly into the routine and sit and chat to their friends about their school day. Children are able to choose which activity they take part in and when to have snacks and drinks. As a result, children's independence skills are developed. The manager and her team demonstrate a sufficient knowledge of the Early Years Foundation Stage and are

generally aware of how to promote the learning and development of the children. Staff plan activities for children on a weekly basis and these are generally fun and stimulating. However, the quality of teaching requires improvement. This is because assessments of children are not used to monitor their learning and development and measure progress. As a result, children's next steps are not being identified.

Staff obtain information about children initially by talking to parents and teachers in the school. Consequently, they gain an understanding of what children do and where to offer support. For example, recent discussions with the school identified a need to support children to sound out letters during phonics activities. Staff planned these into the range of experiences offered to the children in a fun way. Consequently, children receive the support for the next stage in their learning and also maintain continuity with activities delivered in the school.

Children's personal, social and emotional development is suitably promoted. Most children are confident to share their views and staff engage younger children to help build their confidence. Children are gaining confidence in using numbers in their play, for example, they excitedly match numbers during a game of bingo. Children enjoy being creative and use resources to paint, glue and draw as they make flower cupcake cases. Older children enjoy guessing and strategic games where they can use their critical thinking skills as they play against their peers. Children's physical development is encouraged both indoors and outside. Inside they section an area of the hall off so that games, such as 'What's the time Mr Wolf' can be enjoyed, while outside they have access to hoops, stilts, space hoppers and other resources. As a result, children have plenty of opportunities to be physically active.

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

Children are confident and relaxed and develop close relationships with the staff in the club, which promotes their emotional well-being. Children are assigned a key person who talks with parents and children on a daily basis to establish children's interests and needs. As a result, children feel secure and valued within the club. All parents spoken to on the day praise the club; they speak fondly about how their child enjoys coming to the club and about how friendly and welcoming all of the staff are. This helps the children to settle quickly into the club.

Children learn about clear boundaries and rules to keep themselves safe and form positive relationships. They are reminded to be kind to each other, to share and to take turns. Children are polite and welcoming to visitors, offering to get them a drink from their snack bar. Through group games and activities, children learn to share, take turns, listen to others, negotiate and resolve their differences. As a result, children behave well and continue to develop the skills needed to make good progress at school.

Through daily routines children learn to manage their personal care needs. Staff promote children's understanding of good hygiene habits as they are reminded to wash their hands before snack time. Children are provided with a range of healthy snacks, including a variety of fruits, fresh water and juice, which are offered throughout the session. Children

are encouraged to pour their own drinks and serve their snack themselves. As a result, children are given choices and independence.

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

The manager and staff understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All policies and procedures are appropriately kept and easily accessible to staff and parents. Staff have adequate knowledge of child protection procedures and understand who to report any concerns to. As a result, children are protected while in their care. The manager conducts annual appraisals for all staff which help to identify training needs as part of their professional development. However, regular staff supervisions are not used effectively to enable staff to improve their practice. This means that the majority of staff have not discussed their performance with the management team to review how they can improve their practice to further promote the care and learning of the children.

Since the last inspection, the club and staff have been focused on quality improvement. They work closely with the local authority early years team to help move the club forward to benefit the children. Previous actions raised have been adequately addressed. An effective mobile telephone policy has been implemented which ensures that children are safeguarded. Weekly planning has also been introduced ensuring that the children have access to a range of activities, and links with the schools that the children attend have been forged. The club has begun to reflect on its practice, however this is still in its infancy. The manager has started to identify strengths and areas for improvement of the club using the self-evaluation process. However, it is still to involve the views of the parents and children in order to ensure that their wishes are reflected in priorities for future development.

Partnership with parents is generally good and staff encourage this through daily verbal handovers. Staff appropriately break free from other tasks to ensure that all parents are greeted and spoken to. Parents are happy with the club and comment positively. For example, they comment on how friendly and approachable the staff are and how happy their children are at the club. The manager recognises the importance of working in partnership with other agencies in order to help support children's learning and development as and when needed.

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	EY282582
Local authority	Worcestershire
Inspection number	916564
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	61
Name of provider	Kids First Limited
Date of previous inspection	21/03/2013
Telephone number	07917 312035 07917 312054

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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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