

Upper Shirley Kidz Club

Ashby Youth Club, Stratton Road, SOUTHAMPTON, SO15 5QZ

Inspection date	19/03/2014
Previous inspection date	06/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 engaged and have fun in their self-chosen play alongside staff who support their individual needs well.
- Staff promote strong relationships across all levels of the club. As a result children show motivation and self-confidence in their play.
- A good three-way partnership exists between the club, the school and parents because staff actively encourage partnership working.
- Staff set consistent boundaries and expectations. Therefore children behave very well and show a good awareness of the rules and boundaries of the club.

It is not yet outstanding because

- Table top games and puzzles are not easily available to children which means they have to ask the adults and not all young children feel able to do this.

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 walked to school to collect children and observed children's play activities.
- The inspector undertook a joint observation with the club manager.
- The inspector had discussions with the club manager and the area manager regarding leadership and management.
- The inspector looked at a sample of children's progress records and planning, and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Upper Shirley Kidz Club first registered in 2009 and moved to new premises and re-registered in 2012. The club now operates from The Ashby North Shirley Children's Centre, Southampton. It is one of 15 settings owned by Kidz Play (UK) Limited. Children have access to a secure outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 100 children on roll, of whom 12 are in the early years age group. The club staff collect children from Wordsworth Infant School and Shirley Infant and Junior Schools. The breakfast club is open each weekday from 7.30am to 9am. After-school care is provided from 3pm to 6pm during term time. The club supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are seven members of staff who regularly work with the children. Of these, six have relevant childcare qualifications.

What the setting needs to do to improve further

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

- extend children's play choices to include table top games and puzzles to promote turn taking and collaborative play.

Inspection judgements

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

Children are very happy and well-motivated at the out of school club because overall their individual needs are successfully met. The caring and understanding staff encourage children to develop their knowledge and skills within a culture of fun and play. Children relish their time at the club because they can make good play choices from the activities available to them, alongside the supportive staff. The youngest children often say they want to stay all day at breakfast time instead of going to school, or become upset when it is time to leave. Staff have a good grasp of the areas of learning and development and promote these with the children during their play. For example, children spend a long time persevering and using their imaginations to build and design three dimensional models out of recyclable materials. Staff are on hand to encourage the children to be creative and to think critically about how they put their ideas into practice. For example, when a child excitedly talks about the smoke clouds coming out of the funnel of his ship, they ask 'How could you make the clouds?'

Children are listened to well and are given good opportunities to talk in front of the large group, which they do at 'news time'. This effectively promotes their speaking skills and

feelings of self-assurance, which will help them all with later life and learning. Good choices of play activities are on offer to children each day because they have access to a varied range of play equipment such as large wooden blocks to build with. This encourages the children to set up and make their own 'school role play' area where they pretend to be teacher and pupils, practising their writing skills and drawing imaginatively. When they wish to be quiet, after a busy day, they can sit in the comfortable book area and look at a book with their friends. However, table top activities and games are not freely available to children; they have to ask staff to get them off the curtained shelf. This is a barrier for new or shy children who may not have the confidence to ask. The staff complete good observational notes of the children at play so they know exactly where children are in their development towards the early learning goals. They have a good system in place to liaise with the reception teachers and to find out children's school targets. They incorporate these targets into the children's play when possible. The planning of activities is fun and exciting for children. For example, they engage in painting activities such as tie dying and toothbrush splatting. Children with special educational needs are supported well because they have a one to one support worker who engages extremely well with the children. She is well aware of their developmental targets and weaves these into the play session. Therefore, children make good progress from their starting points.

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

Children have fun with friends and are well looked after in this inclusive and caring out of school club. Staff effectively support children's behaviour. All children are very well behaved and know the rules of the club because they have been discussed and agreed by them. Staff give very good praise and recognition for children's activities and are good role models. Children are very proud of their creative achievements, which boosts their self-esteem. Staff ensure there are good strategies in place to promote positive behaviour such as the 'positive behaviour stickers'. A clear coloured card system is in place for those very few children who on rare occasions present challenging behaviour. Children and staff show they have strong relationships, because children relate extremely well to them. All children are encouraged to be kind and caring to one another. For example, the staff ask the children to hold the school door open while they exit the hall. Children demonstrate they can keep safe when on the walk from the club to the school. They all wear the high visibility jackets and walk in a single file on the pavements. Staff conduct risk assessments on the walk and make children aware of any hazards they see. For example, small particles of glass on the pavement which they walk around.

Staff help children learn to lead a healthy lifestyle. This is because their nutritional needs are met well and there is good emphasis on physical development. Drinking water is available indoors and out. This helps to hydrate the children who are busy being physically active outdoors playing football or ball games. Younger children enjoy using the wheeled toys to develop their movement skills and gain fresh air and exercise. Staff enable children to enjoy a wide range of healthy breakfasts and snacks such as cereals, fruit, vegetables, and sandwiches. Children make independent choices and are encouraged to develop their self-help skills during the snack time by making sandwiches themselves. Children enjoy

the large, attractive well-planned play environment on offer to them, which gives them plenty of play options. Staff provide opportunities for children to; rest and relax after school, mix with and learn from older children, and take part in a variety of activities which supplement and add to their learning and development at school. Staff develop very good links and communication with the school to ensure that the out of school play environment links well to the children's learning environment.

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

The newly appointed manager is well-supported by the area manager in her leadership. Both demonstrate a secure understanding of the importance of safeguarding children at all times. Since the last inspection stringent procedures have taken place to safeguard children such as ensuring all the staff mobile phones are locked away during club times. In addition, more rigorous risk assessing takes place on the school pick up walks and records are kept of complaints and are available for inspection. The management team ensure the setting's robust policies on child protection are fully understood by all staff, through ongoing training and spot checks by upper management. The club operates a robust system for the recruitment and vetting of staff and have recently updated the procedure to include telephone references before written references are taken up. This means that new employees who work with the children arrive on their first day by recommendation of their last employer. New staff who are going through the Disclosure and Barring System are never left alone with children and all staff are fully aware of who they are. The area manager manages staff performance well through the setting's clear systems on induction, supervision and appraisals. Any underperformance is swiftly addressed through these systems and training and coaching is offered as necessary.

Parents speak positively of the setting and of the friendly communicative staff. They report spontaneously about how 'brilliant' the club is in meeting their children's needs, as well as their own needs as working parents. They explain their children are very happy to attend. Clear information is displayed and available for parents including an informative newsletter. A rigorous three-way system is in place to liaise with the Early Years Foundation Stage practitioners in the school and parents through the information gathered in the children's Early Years Foundation Stage Profile. This ensures children receive effective continuity of care and learning by the successful sharing of relevant information. The area manager, manager, and staff work as a cohesive team and evaluate their practice on a daily basis. They hold regular meetings to ensure they meet children's individual needs. Parent questionnaires and children's views are gathered which helps shape the club's future improvements.

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	EY445885
Local authority	Southampton
Inspection number	943007
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	100
Name of provider	Kidz Play (UK) Limited
Date of previous inspection	06/06/2013
Telephone number	07701 089428

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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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