

# Fit Kidz @ St Aidans

The Scout Hut, Lorenzo Way, HULL, HU9 3HF

## Inspection date

23/04/2014

Previous inspection date

09/09/2013

## 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

- Staff undertake clear observations and consider children's voices and parents' feedback. As a result, learning experiences are shaped to meet the needs of each individual child. Consequently, they make good progress at the club.
- Children, parents and staff work together and make a strong contribution to successfully implementing agreed behaviour management strategies. This provides clear guidance for children about what is acceptable conduct.
- Staff ensure children have a safe and secure environment in which to play and learn. They have a good knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.
- The provider and staff have put into place detailed development plans and use these effectively to focus on improving the club further.

### It is not yet outstanding because

- Opportunities for children to gain knowledge of why things happen and how things work are not always fully explored by staff.
- Partnerships with other settings that also deliver the Early Years Foundation Stage, are not fully effective in ensuring that children benefit from a consistent approach to their learning.

## 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 in the main room and front outdoor area. She also observed the lunchtime arrangements.
- The inspector looked at younger children's learning folders including observations and evidence of their work and activities.
- The inspector looked at evidence of the suitability and qualifications of staff working at the club and a selection of policies and risk assessments. She also looked at the club's self-evaluation and development plan.
- The inspector carried out a joint observation with the deputy and manager.
- The inspector held meetings with the proprietor and spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector took account of the views of children spoken to on the day.

## Inspector

Caroline Stott

## Full report

### Information about the setting

Fit Kidz @ St Aidens registered in 2008 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by Fit Kidz Limited, a private company. The club operates from the scout hut in premises which belong to St Aidens Church in Kingston-upon-Hull. Children have access to a secure enclosed outdoor play area. Staff collect children from local schools on foot. The club offers care to children aged from three to 11 years. There are currently 47 children on roll, 10 of whom are in the early years age range. The club is open during term time, Monday to Friday, from 7am to 9am and 3pm to 6pm. The club is open in school holidays from 7am to 6pm. Children attending a full day session take a packed lunch. There are six members of staff, including the proprietor, manager and a volunteer. Of these, the manager and three further members of staff hold an appropriate early years qualification at level 3. The proprietor has a degree and is currently completing a master's degree. The club receives support from the local authority and is a member of the '4Children' network.

### What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are robust communication links with all the settings children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress
- enhance children's understanding of why things happen and how things work in order to gain knowledge and awareness of features in the environment, for example, electricity and its risks.

## Inspection judgements

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

Staff provide a good range of activities, which capture children's interest and enable them to practise and learn new skills. For example, while decorating small boards with beads younger children are encouraged to count the sides of templates. This promotes children's mathematical skills as they play. Staff stimulate children's interest in mathematical concepts further as they discuss what colour beads have been used the most or least. Key persons keep clear folders of each child's learning and the progress they make in their development. They clearly identify the next steps in children's learning and staff use this information to inform the planning of activities. This means children are supported well to continually make good progress.

Staff set out the playroom well, with table-top activities and others based on the floor.

Children can choose from these freely. This means they make decisions about where and what they want to play with. This enables them to be quiet or active according to their needs. For example, children work cooperatively as they manipulate items and tools in the sand. They use their imagination and solve problems as they work out how things fit together to gain the result they want. Resources, such as paper, pencils and scissors are freely accessible to encourage children to use their writing and creative skills in and outdoors. Staff engage positively with children as they join in with activities, encouraging their language and listening skills. For example, during creative experiences discussions take place about recent family events. This enables staff to talk with children about past and present occasions in their lives. Children have access to a computer and a number of other interactive resources. This enables them to develop and practise their skills in using information and communication technology. However, occasionally staff miss opportunities to promote children's understanding of why things happen and how things work. For example, when talking about an iron getting hot, they do not explain about electricity and the possible risks involved. Consequently, at times children are not fully supported or challenged in their learning and development.

Staff place a strong emphasis on working in partnership with parents. Parents are asked to complete an 'All about me' form with the children, regarding their interests, likes and dislikes. This enables children's key persons to offer activities that match their interests which helps children to settle quickly. Children are actively encouraged to complete a 'this is me' sheet by drawing a picture of themselves. This enables key persons to find out about children's abilities and preferences through shared discussions. Children's learning folders are shared regularly with parents. Key persons add parents' views and comments to the observations of their children's experiences in the club. This helps to complement the children's learning.

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

Staff know the children well and confidently talk about what they like to do and the progress they have made since starting at the club. Children's move into the club is managed well. For example, along with their parents they are invited to visit before they start. This enables them to meet the staff and become familiar with the club's routines. Parents contribute by sharing information about what children like doing at home. As a result, children's individual interests are well met. Children are confident to talk to staff, their peers and others. They ask for specific resources or toys of their choice to enhance their play. Older children show a caring and supportive attitude towards the younger ones. For example, an older child continues to read a story to younger children when the member of staff goes to answer the door. As a result, children feel secure and develop strong and positive relationships with the staff and their peers in the club.

Children behave well because their behaviour is managed effectively. For example, a member of staff reminds children to use manners and quiet voices during lunch. The club has strived to improve children's behaviour. The provider has completed behaviour management training and effective strategies have been put into place. Staff continue to monitor this along with the children. For example, children colour in a graph and use reward stickers, to show their understanding of the rules. This means children are aware

of the boundaries set and the behavioural expectations of the club. Staff are good role models because they are polite, caring and listen carefully to the children. As a result, children take turns and share fairly when using resources. For example, they wait patiently as friends pass around dishes of beads. They discuss who has the most certain coloured beads and are happy to share these around. Children use their imagination well as they interpret instruction leaflets and create their representation of designs. This supports children's interests and self-confidence, their independence and achievements.

Children go outdoors daily and there is a good range of resources for them to choose from and request. For example, children ask to do an obstacle race and help organise this with the staff. They cooperate and arrange resources and equipment outside together and sort out teams. This means they coordinate roles and plan activities in the races, and establish rules. For example, going under the chairs and counting star jumps. As a result, children develop their understanding and the importance of physical exercise and the effects it has on their body. Children learn about keeping safe as staff remind them of any dangers, such as the stinging nettles in the corner. This allows them to take some risk in a safe environment. Children demonstrate a good understanding of healthy practices through routines, such as hand washing. They are confident in managing their own needs and go to the bathroom independently. As a result, children learn to manage their own personal care. During lunch children discuss their packed lunches and talk about what is healthy. This means children's health and self-care is promoted well.

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

The provider has a secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support staff. There are effective safeguarding arrangements in place. The staff have attended safeguarding training. As a result, staff confidently discuss child protection issues and know who to contact and the procedure to follow if they are worried about children's welfare. The club has clear recruitment procedures and all staff and volunteers are subject to identity and suitability checks. There is a six month induction procedure in place that also includes becoming familiar with the safeguarding policy and procedures. The club has a varied range of written policies, risk assessments and procedures that are shared with parents and updated annually to ensure they remain effective. These cover the use of mobile telephones and cameras, social networking and the procedure to follow if an allegation is made against a member of staff. All staff have individual training and professional development plans, identifying ways to improve their knowledge and practice. They update their training to meet children's needs, such as completing first aid and food hygiene courses. For example, the new deputy is undertaking a management course to help her to fulfil her new role successfully. There is a thorough induction procedure, supervision and annual appraisals to monitor staff practices, ensuring that they are mentored and supported efficiently.

Good attention is paid to monitoring the quality of the club and children's learning folders. For example, a 'tracking' sheet is in place for each child that aids key persons' knowledge of where children are in their stage of learning. The provider monitors this further through detailed overview grids and graphs. This means the provider can see at a glance that all

areas of children's learning are being supported effectively. Parents are asked to complete an annual questionnaire and staff meet each month as a team to discuss the club. The provider uses all this information to complete a detailed self-evaluation document, to identify the club's strengths and areas for improvement. The provider has established a thorough development plan that shows how they plan to move the club forward. All actions and recommendations for improvement raised at the last inspection have been addressed successfully. All of which, means the club's capacity for continuous improvement is good.

Partnerships with parents are good. They are kept well informed about the club in a number of effective ways, including email updates and regular newsletters. The club has a positive attitude towards its partnership with the local schools. Children are collected from the schools by familiar staff and information is shared verbally on children's well-being on a daily basis. For example, strategies to support and improve children's behaviour have been followed by the club's staff, school teachers, parents and children. They have all worked together for the benefit of the children and the results are apparent. However, sharing information on children's learning and development is not consistent enough to support the progress of all children through using a common approach.

### **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>	EY364796
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	963306
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Fit Kids (Hull) Ltd
<b>Date of previous inspection</b>	09/09/2013
<b>Telephone number</b>	07803 145385

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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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