

Kidz Aloud

Pearl Hyde Junior & Infant School, Dorchester Way, COVENTRY, CV2 2NB

Inspection date	14/05/2014
Previous inspection date	09/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Leadership and management is very strong and there is a focussed commitment to continually improve. This means that staff have a good understanding of how to support children to learn through play.
- The premises are assessed daily to ensure potential risks are minimised and staff demonstrate a suitable understanding of all safeguarding related issues, ensuring that children remain safe while in their care.
- Staff teach effectively, join in with children's play and provide a range of activities and experiences to effectively promote children's learning. As a result, children are motivated learners and concentrate well on their chosen activities.
- Children play well together and their behaviour is very good. This is because staff are excellent role models.
- Good partnerships between staff and parents encourage effective sharing of information about children's learning.

It is not yet outstanding because

- There is scope to review the organisation of books so that children can easily access the good range available to them.

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 children during activities, both indoors and outdoors.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation and improvement plans.
- The inspector spoke with the providers, staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Naseem Moolla

Full report

Information about the setting

Kidz Aloud was registered in 2009 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates at Pearl Hyde Primary School in Coventry. The school has designated several areas within their premises for the club's use, including three classrooms, the hall and the outside play area. The club is currently caring for 54 children, 13 of whom are within the early years age group. The club opens Monday to Friday during term time. Sessions are from 7.45am until 8.55am and 3.15pm until 6pm. It also operates on weekdays during some of the school holidays for their play scheme. The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2.

What the setting needs to do to improve further

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

- enhance the way in which books are stored to enable children to readily browse through the collection and so make an informed choice.

Inspection judgements

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

Children are eager to access activities when they arrive at the club and they are motivated to learn and talk easily and confidently with staff. Indoors and outdoors they have access to a good variety of age-appropriate toys and resources that complement their school activities and encourage them to make good progress in their learning. However, there is room to enhance the storage of books and young children's access to them, in order to provide better opportunities for them to browse through the collection and make an informed choice. This is in order to capture and encourage children's early reading skills further. Throughout the club, children concentrate extremely well and thoroughly enjoy their chosen activity. Staff understand the importance of allowing children to explore and investigate through play and how this supports the characteristics of effective learning. For example, a group of young and older children play side by side and make paper airplanes together. They access paper independently for themselves because it is stored in a way that enables easy access. Children show high levels of involvement and continue with the activity for a long, sustained period of time.

Staff encourage children's listening and speaking skills through their effective interaction. They effectively plan adult-led play, which provide challenge and stimulation and ensure they enjoy their time together. Children are eager to join in and enjoy a range of activities, including such things as icing cakes, building and playing in dens, creating pictures with beads and more active play, such as pool and football. Staff also demonstrate skill in creating positive learning experiences through spontaneous and unplanned events. For

example, children pick daisies from the school field. A member of staff joins in and soon a small group of children gather around her. They sit cross-legged on the ground and look carefully at the daisies, try to count the petals and make daisy chains.

The educational programme is good and implemented very well across the seven areas of learning. Staff ensure all areas of learning are covered in the planning and this is adapted to link with children's interests. They monitor and evaluate children's progress through planned observations and a tracking system. Parents are happy with the care their children are receiving and feel staff share information clearly and verbally on a daily basis. Staff pass on information from the school and on-site nursery in daily activity diaries. This provides consistency of care, in order to meet children's learning needs and helps to ensure that the activities complement the learning that takes place in school.

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

Children are very relaxed and comfortable in the club. They display warm relationships with the staff and each other, chatting away happily and engaging in cooperative and collaborative play. An effective key person process is in place and this helps children settle quickly into the routine of the club. Parents value the regular feedback they receive from key persons about their children's learning and development. Staff have effective partnerships with the school and the on-site nursery. This enables smooth transitions into the club and supports children to make good progress with regards to their individual needs. Staff are very positive role models of behaviour and attitudes and children follow their example well. For example, children use good manners and are polite, they smile, say 'Hello' and ask 'How are you?' Consequently, children learn to respect and value others and this also contributes to their developing good levels of self-esteem and general well-being.

Children have regular opportunities to use the climbing apparatus in the extensive outdoor space and participate in a range of active games to support their physical development. For example, children climb onto a narrow beam, which is suspended by chains. They attempt to walk along the beam as it wobbles to and fro. A member of staff repositions herself so that she can better observe the children, this shows that she is vigilant while allowing them to explore, take risks and strengthen their balance, attention and coordination. Children develop an understanding of healthy lifestyles through routines, which include helping themselves to drinking water and trying healthy snack options, such as fruit and breadsticks. Children learn about good hygiene procedures, such as washing their hands before handling ingredients for a cooking activity.

Staff show a genuine interest in what the children say and do and enjoy their time with the children. They actively join in with children's play. For example, a member of staff jumps onto a large tunnel and slides on her tummy into a sitting position on the tunnel. The children take great delight in this and sit amicably with her and chat. Consequently, children are confident and engaged in activities and older and younger children play well together.

The effectiveness of the leadership and management of the early years

provision

The managers have a very good understanding of the club's responsibility to protect children from harm because there is a clear safeguarding policy that is understood and implemented by staff. All staff have been vetted to ensure they are suitable to work with children. Children are well protected because all the staff have completed safeguarding and child protection training and understand their roles and responsibilities. This ensures that all the staff understand what to do if they are concerned about a child in their care. There are comprehensive policies and procedures that are regularly reviewed and understood by staff, parents are informed about them when their children start. There are detailed risk assessments covering all aspects of the club. Staff complete checklists before each session, to ensure the environment is safe and secure so that children are free to play. The children's well-being is assured because staff take good steps to keep the children safe, the premises are secure and an effective collection procedure ensures the children are only collected by a known adult.

Managers provide evidence of a well-documented drive and very strong commitment towards continual improvement. This ensures good learning outcomes for children in their care. The managers and staff all have a good knowledge and understanding of how to promote children's learning and development because they have the appropriate qualifications and skills. The planning and delivery of the educational programme is monitored very well through a system of planned, formal observations and informal ongoing discussions with staff. This monitoring, together with the effective partnerships with the school and on-site nursery, means that all children are enabled to make good progress towards the early learning goals. Managers carry out systematic and efficient supervisions. This ensures that staff have regular, planned opportunities to discuss children's development and also receive support to improve their practice. Annual appraisals take place for all staff. This ensures that individual training needs are identified and staff are supported to improve their qualifications. Managers plan and lead weekly staff meetings. Staff are invited and encouraged to add to the agenda for these meetings. This promotes effective team work and develops a shared understanding of the club's strengths and areas for improvement.

Managers complete accurate and thorough self-evaluation and ensure that the views of parents and children are also actively included in this process. This is done through parent and children questionnaires. Parents are given feedback about the findings of these questionnaires. This includes a statistical analysis and a written response to individual comments and questions. Managers also conduct regular audits of the environment, using published self-evaluation tools. Parents with whom the inspector spoke on the day speak very highly of the staff and the provision at the club. Managers demonstrate that they are keen to work closely with other professionals, such as local authority advisers, in order to continually improve practice and provision for children at the 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	EY399093
Local authority	Coventry
Inspection number	874073
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	54
Name of provider	Kidz Aloud Partnership
Date of previous inspection	09/03/2010
Telephone number	02476 610165

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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
Store St
Manchester
M1 2WD

T: 0300 123 4234
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