

# Little Tinkers Kids Club

Irby Primary School, 40a Coombe Road, Wirral, Merseyside, CH61 4UR

## Inspection date

31/03/2014

Previous inspection date

16/08/2011

## 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

- Children feel safe and secure because the staff are welcoming and playful in their interactions. The arrangements for safeguarding children are strong and the good organisation and management ensure that children are kept safe.
- The management of the setting is committed to developing a quality service. Self-evaluation takes account of the views of the staff, parents and children. The arrangements for monitoring improvement, keeping the children safe and promoting their well-being are effectively implemented.
- Good partnerships with parents and school have been established, which means children's unique needs are well known. Staff work closely with school staff to enable them to offer activities that allow children to practise, consolidate and build further their skills gained during their school day.

### It is not yet outstanding because

- The range of technology readily available to children and the ways that staff encourage children to use it in problem-solving situations have not been fully explored.
- There is scope to enhance activities in the outdoor area so children have even greater opportunities to do things differently or on a bigger scale, for example, by providing easier access to things to write and mark make with and using everyday items, such as boxes, to sort and construct with.

## 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 spoke with some of the children and parents.  
The inspector viewed children's assessment and planning records, regulatory documentation regarding adults' suitability, including details of qualifications and
- Disclosure and Barring Service checks and children's registration details. He discussed the safeguarding procedures, checked policies and practice and risk assessments, and other safety procedures were also viewed and discussed.  
The inspector held meetings with the owner and senior manager and some of the
- school staff. He also spoke with some of the remaining staff present during the inspection.
- The inspector held a co-observation with the owner and senior manager of a group of children playing word and number games with staff and other children.

## Inspector

Frank Kelly

## Full report

### Information about the setting

Little Tinkers Kids Club was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings run by a company and operates from the canteen, school hall and craft room within Irby Primary School in Irby, Wirral. Children have access to an enclosed outdoor play area. The setting serves the school and, during the holiday provision, the surrounding areas. The setting opens Monday to Friday, from 7.30am to 9am and 3pm to 6pm during term time and from 7.30am to 6pm during holiday periods. Children attend for a variety of sessions. There are currently 60 children on roll, 10 of whom are in the early years age range. There are six staff working directly with the children. Of these, two hold an early years degree, two hold a qualification at level 3 and one holds level 2.

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

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

- extend the children's use of technology and opportunities for problem solving, for example, by sequencing photographs the children have taken when on outings or using metal detectors as part of a treasure hunt
- explore additional ways for children to use the good range of equipment while outdoors so they can use them in different ways or on a bigger scale; consider creating 'tool boxes' containing paper, notebooks, pencils and other equipment for writing, and provide large crates, boxes and other materials for children to join together and build with.

## Inspection judgements

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

Children enter happily and move straight to self-chosen tasks and activities when they arrive at this setting. They enjoy time to chat with friends as they play with the selection of toys and resources set out by staff before they arrive. This means that children are engaged and involved in play of their choice after a long day at school. Teaching is based on a very sound knowledge about how children learn, which is reflected in the selection of activities staff set out. The range and variety provided ensure that children experience aspects of all seven areas of learning during each session. Staff are responsive to children's interests and use spontaneous learning opportunities very well to support children to practise and consolidate their current knowledge. For instance, children count as they play a game of hide and seek. This helps children to use counting in a purposeful way during their play. It also allows them to be physically active and enjoy and interact with others, which fosters their social skills.

Staff know the children well as they secure good information from parents when children first start so that they can create an overview of what children can already do. They then weave everyday opportunities for children to build on their skills and take the next steps in learning. For example, staff encourage children whose writing of their name is still in the early stages by ensuring that they support them to label their own pictures and creative work. This allows children to practise their writing in fun and useful ways. All children have a learning record and staff undertake regular observations of them. They use these observations to securely assess the children's stages of development based on the guidance of the expected typical development for children of their age. Staff use a tracking document to identify if there are any areas of development that the children are not making progress in or to ensure there are no gaps in the breadth of curriculum they provide. Regular consultation with the school staff is undertaken, which means that staff are aware of children's current learning and interests while in school. Staff also meet with the school staff at the start of the final term before children reach the end of the Early Years Foundation Stage to assess their progress towards the early learning goals. They continue to use the information shared, along with their own assessments, to plan activities to complement the children's experiences when in school. Parents are made aware and invited to view their children's records of learning.

Children enjoy their play and move with ease around the setting. Each day there are a good range of writing tools set out and younger children enjoy joining the older children at the table as they draw and create lists in their own play. This allows the younger children to see older children modelling writing for a purpose and encourages them to follow their example. They enjoy active games outdoors and staff support them to develop their understanding of the world. Making seed feeders and ensuring there is water available for the birds help children widen their understanding of their world and the needs of other creatures. Indoors children enjoy constructing and making models with the connecting blocks and shapes. On some occasions children have a range of resources, such as tents, to create dens. This enables them to do some things outdoors differently or on a bigger scale. However, staff have not considered fully how to enhance the range of experiences outdoors. For example, by providing a range of cardboard boxes, crates and other reusable household items with which to sort, build and connect together. Activity planning is simple but effective. Staff use themes, such as 'animals', to add interest into the play, for example, by providing different types of animals linked to different countries or continents. This allows children to develop an awareness of their wider world.

Children's ideas and wishes are taken into account when the staff plan the activities each day, and children confidently ask for familiar favourites. They demonstrate familiarity and confidence when operating the mini bingo barrel. They select a ball and recognise the numerals on the ball. They talk about number 11 being their favourite number as they match the numbers on their bingo card. Children have access to a range of technology, such as the games console, torches and walkie-talkies. However, staff have not fully explored the ways to use a wider range of technology, such as digital cameras or metal detectors. This includes encouraging children to predict which items will be detected by a metal detector or using the digital camera to take pictures of familiar places from a different angle. This provides children with additional chances to think critically, problem solve and use talking for expressing their ideas. Nevertheless, children do eagerly join in

activities, such as those that involve providing clues about a song, film or book. They animatedly use facial expressions, movement of their arms and verbally provide clues as to which they are describing. These types of activities and the good staff support mean children are developing and building on their skills which support them to be willing and confident participants in their school-based activities and learning.

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

Children are cared for in a clean and secure environment, enabling them to play and learn safely. The welcoming and playful interactions between the children and staff at all levels mean that children are relaxed and at ease. Staff are familiar with any specific needs of their key children as parents are encouraged to share as much information as possible about their child when they first start at the setting. Consequently, an effective key-person system is in place and staff have formed good relationships with parents and school staff, which means useful information is shared daily. This allows staff to identify children's needs and ensure that they have good adult support following their busy day at school. Children are confident in the setting, playing with the toys and activities set out. They confidently approach staff for additional equipment or invite staff to join their games outdoors.

Children behave well and have positive attitudes towards each other. This is because staff model positive ways to interact and are consistent in their support. Board games and encouragement to share or take turns promote the children's developing social skills. Staff praise the children's efforts when they pass the pens across the table or wait patiently for their turn to use the watering can. They demonstrate high but realistic expectations of what the children can do independently as they invite children to serve themselves at snack time. Children have choice about what and when they will eat. They eagerly serve themselves healthy snacks, such as tuna and pasta and slices of fruit. Water is readily accessible so children can attend to their own needs. Staff include a range of projects that support children's understanding of healthy lifestyles and good hygiene practices. A daily monitoring sheet is maintained to identify if and why children have not had opportunities to play outdoors. On those occasions when outdoor play is not possible, the manager expects the staff to instigate activities so that children still have an opportunity to be active. In contrast there is also a comfortable area for children to rest and relax should they wish.

Children's individual safety is promoted well and a member of staff accompanies all children along the corridor if they wish to use the bathrooms. Children are familiar with the ground rules and inform staff if they intend to move from one area to another. They are supported to be aware of the consequences of their actions as staff calmly remind them, for example, when running around outside. Recent projects about safety have been undertaken by staff working with small groups of children to seek their views and discover if they feel safe while in the setting. This allows staff to hear the voice of children and assess and know what children currently know and understand. Books and other play resources reflect the wider diversity of today's society and help children to develop positive attitudes towards difference.

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

The owner and staff team have a good understanding of their roles and responsibilities. Consequently, they meet the requirements of the Early Years Foundation Stage very well so as to protect the children. A robust staff recruitment and selection procedure helps safeguard the children and ensures that adults caring for children have the relevant skills, experience and character to do so. All staff hold Disclosure and Barring Service checks or the equivalent. The records relating to staff's suitability and their ongoing development are extremely well organised. They provide an up-to-date overview of the individual staff members' roles and training. The procedures for the reporting of child protection and safeguarding concerns are reflective of the expectations of the Local Safeguarding Children Board. All staff have completed relevant training and the owner revisits the procedures regularly to ensure staff remain fully aware of their responsibilities. This means that staff at all levels demonstrate a very secure understanding of the signs and indicators of possible abuse. They demonstrate with confidence who and how they should report any concerns they have to protect the safety and well-being of a child. Risk assessment has been conducted and there is a secure system for reviewing and regularly updating practice should circumstances change. Equipment is well maintained and serviced as required. Each day staff check the premises and equipment before children are cared for and they supervise the children and access to the premises effectively. An ongoing programme regarding health and safety training means that staff continue to undertake a range of training, such as fire safety and first aid. This further protects the children.

The staff team work well together as a team, which creates a pleasant place for children to be. The team has a range of experience and qualifications. This enables staff to plan activities and engage children well in order to support their play and learning. Regular supervisions and appraisals help the manager to focus on the individual staff's needs. This demonstrates the owner's commitment to develop and improve the service she provides for the children. She has introduced a management tracking system that helps her create a rolling improvement plan which links to staff's core and extended training. The views of parents, children and staff are sought at regular intervals, for example, electronic questionnaires are sent out twice a year to parents. The manager uses the responses to review and change practice, including things such as the snacks provided. Since the last inspection action has been taken to fully address the actions and recommendations raised. Documentation relating to records of staff's attendance are now accurately retained electronically and parental consents regarding the seeking of emergency medical treatment have been obtained. These are retained within the children's enrolment records. These contribute to the effective protection of children in emergency situations. Recommendations regarding the systems for self-evaluation and the planning for children's learning are reflected in the setting's ongoing action plans, along the staff's ability to ensure there is a good breadth of curriculum that complements the children's school experiences.

A range of visual information is available to parents via the display and noticeboards within the main playroom. This includes information about safety procedures, the staff team and the planned play activities. Staff provide daily verbal updates during collection

times, and information about the children's learning is shared through updates and children's records of learning. Newsletters are sent out termly. There are effective systems for working in partnership with school staff and other professionals. These provide a sound framework to support all children, including those with special educational needs and/or disabilities or have specific requirements. This helps staff to support all children to make good progress based on their individual abilities and starting points.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY245377
<b>Local authority</b>	Wirral
<b>Inspection number</b>	961693
<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>	32
<b>Number of children on roll</b>	60
<b>Name of provider</b>	EJF Associates Ltd
<b>Date of previous inspection</b>	16/08/2011
<b>Telephone number</b>	07930284445

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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  
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