

Singleton Kids Club

Singleton C of E School, Church Road, Singleton, POULTON-LE-FYLDE, Lancashire, FY6 8LN

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|--------------------------|------------|
| Inspection date | 21/05/2014 |
| Previous inspection date | 25/11/2008 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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 | | 1 |
| 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

- The resources and areas of the school available to children provide interest, variety and fun for all ages.
- Staff interact well with children, extending their vocabulary and supporting them to participate in discussions. Therefore, children develop good language, social and communication skills, which complements the learning that takes place in school.
- Staff have an excellent relationships with the children. They are warm and sensitive to their needs, which means that children feel secure in their care and play happily alongside each other.
- The manager and staff understand their roles and responsibilities to ensure that children are safeguarded. Robust systems for risk assessment and staff vigilance means that children's welfare is maintained.
- Relationships between staff and parents effectively support children's learning and well-being.

It is not yet outstanding because

- The views of parents are not always included in the evaluation process.

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's play and staff interaction throughout the visit.
The inspector spoke with the manager, staff, members of the committee and children, at appropriate times throughout the inspection and carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at assessment information, evidence of suitability of staff working within the club and a range of other documentation.

Inspector

Sue Rae

Full report

Information about the setting

Singleton Kids Club was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is within Singleton Church of England Primary School, in the rural village of Singleton, and is managed by a committee. The club serves the local area and has strong links with the host school. It operates from the old school hall. There is an enclosed area available for outdoor area. The club employs five members of childcare staff. Three staff are qualified at level 2 and two staff hold Qualified Teacher Status. The club opens Monday to Friday 7.45am to 8.45am and between 3pm and 5.30pm term time only. Children attend for a variety of sessions. There are currently 21 children attending, of whom, one is in the early years age group.

What the setting needs to do to improve further

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

- use the information gained from parents more effectively in ongoing evaluation to identify strengths and aspects of the club to be developed.

Inspection judgements

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

Staff have a secure knowledge of how children learn. Interactions between staff and children are very positive and adults support and extend children's learning through play and some daily routines. Subsequently, children are active learners. Staff have an excellent understanding of what the children already know and can do. This is because all the staff employed in the club also work in school. The manager takes responsibility for meeting the needs of the children in the early years age group. She is responsible for this, as she is also the foundation stage teacher in the school. Observation, assessments and notes on the next steps in children's learning are used to complement the record of development held in school. Records show that children make very good progress towards the early learning goals. The planning of age-appropriate activities, complements the learning that takes place in school. Partnerships with parents are good and they share two-way information daily when picking up their children. This information exchange ensures that staff meet children's individual needs during their time at the club.

Children thoroughly enjoy attending the out of school club where they happily engage with their peers in a variety of spacious and welcoming environments. They begin their time in the old school hall where they engage in activities that they select themselves. The club has use of the Reception classroom, should children want to relax in the comfortable area. This ensures they are rested and well prepared for school the next day. Children have access to the school playground which is well resourced to develop their physical skills. Children have the opportunity to garden and watch things grow. They make choices from

a broad range of resources and activities about what they want to do. Staff supervise the children well and engage them in a good range of challenging and interesting play experiences. Therefore, children are happy to attend and can relax after their day at school.

Activities are available across all areas of learning, developing their skills for the future. Communication and social skills are developing well because staff and children all share experiences, thoughts and opinions as they discuss their holiday break. Children have many opportunities to express themselves creatively, for example, they make bracelets choosing the colours of ribbon and charms to decorate. They focus as they develop their coordination as they thread the ribbon. They concentrate and develop their physical reactions as they use small wooden blocks to make a tower, they count the pieces, then take turns to pull out one piece at a time, without it falling down. Children use their imagination in the role-play areas.

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

Children are confident and enjoy their time at the club. Staff take time to listen to the children individually, so they feel special and valued. Children demonstrate high levels of confidence and self-esteem; they move freely around the club and are keen to share their activities and ideas with staff and their peers. The manager is extremely effective in ensuring that every child's care is tailored to meet their individual needs. This provides a strong base for developing independence and exploration and for children developing skills for the future.

Children's behaviour is excellent and their sense of belonging is reflected by their familiarity in routines. There is a strong relationship with parents, which supports good emotional development for all the children and contributes to the continuity of care. Parents comment favourably on the quality of care provided. Staff have ample opportunities to talk to parents each day about the children's routines and achievements. Staff encourage children to explore their environment individually, under close supervision while helping them to understand about keeping safe. In this way, their investigative and curiosity skills are promoted through the use of a wide range of resources. For example, resource and activity boxes, which are stored within easy access, allow children to make effective choices about what interests them most. Effective planning ensures there are different activities and resources each day to encourage children to explore the world around them, whether in free play or in an adult-led activity. The club provides excellent opportunities to extend children's learning out of school by providing opportunities for the children to extend their understanding. For example, some lambs are brought to visit the club. This provides the opportunity for the children to touch and feel the animals and discuss their habitat, thereby, expanding their knowledge of their local community.

Children develop good self-help skills, such as knowing where and how to get resources they need. Children energetically join in with physical exercise, such as when playing outside. Healthy lifestyles are promoted through tasty and healthy options at snack time. They make choices about what they eat and serve much of the food themselves and clear

the table when they have finished eating. Children's safety is a priority at the club. Staff support children's development exceptionally well. Younger children are helped and supported by older children during play, such as helping them set up games. This fosters a sense of responsibility and prepares the younger children for their transition beyond the Early Years Foundation Stage.

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

Leadership and management is good because the requirements of the Early Years Foundation Stage and managements accountability arrangements are fully understood. Previous recommendations raised at inspection have been acted upon. Children are safeguarded well. Staff have a clear understanding of child protection and the procedures to follow if they have concerns about a child in their care. Staff know what to do if an allegation is made against a colleague and are clear about the use of mobile telephones and cameras. A whistle-blowing procedure informs staff of the procedure to follow should they have concerns about practice in the club. Therefore, effective policies and procedures are in place to protect children. The club carries out extensive risk assessments on a regular basis. Staff supervise children well and recognise when they need additional support or reassurance. Additional risk assessments are in place for trips to places of interest away from the club. Recruitment procedures are robust. All staff are thoroughly checked before being employed. Commitment to ongoing training ensures staff can continue to meet statutory obligations and develop skills, which support the work of the club. Appraisals are used to assess staff skills and to identify any areas for improvement. For example, all staff have recently refreshed their safeguarding training.

The team work very well together and have a good understanding of the learning and development requirements, regularly sharing information to help them support children's developing needs. Staff provide the children with interesting and stimulating play and learning opportunities. They work with the school and the Reception class to support children to move onto the next stage of their learning. Consequently, children make good progress in their learning and development. The manager works alongside her team on a daily basis, with all staff contributing to the weekly planning. Therefore, she has first-hand knowledge of what the staff and children do. Staff have strong relationships with parents and they are encouraged to share information to ensure continuity of care. However, the views of parents are not always included in the evaluation process to enable the club to fully reflect on the strengths and areas of practice to be developed. Partnerships with other professionals are effective and staff work closely with them, in order to develop their knowledge of teaching. Parents comments during the inspection show they are happy with the care and education offered to their children. They say children are happy, settled and enjoy the time they spend at the club. The skills children learn help to prepare them to be ready for school and lay firm foundations for the future.

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

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|------------------------------------|-------------------------------|
| Unique reference number | 309631 |
| Local authority | Lancashire |
| Inspection number | 876850 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 21 |
| Name of provider | Singleton Kids Club Committee |
| Date of previous inspection | 25/11/2008 |
| Telephone number | 01253 882 226 |

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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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