

Kids Klub Burnley St John

St. Johns RC Junior School, Thames Avenue, BURNLEY, Lancashire, BB10 2PZ

Inspection date

24/06/2014

Previous inspection date

25/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 develop a strong sense of belonging in the out of school club because of the effective settling-in arrangements and their active involvement in how it is run. Their ideas are valued and respected, and form a large part of the varied and engaging provision.
- Children are happy and clearly enjoy coming to the out of school club where the quality of teaching is good. They play enthusiastically and are very sociable and well-behaved as a result of positive role modelling from staff.
- There is effective partnership working with parents who receive good-quality information about the out of school club. In addition, staff work closely with school staff. Such positive relationships effectively contribute to children's care and learning.
- Staff have a good understanding of their responsibilities and the procedures for protecting children as a result of keeping child protection training updated and undertaking good risk assessments.

It is not yet outstanding because

- Information gained about what children know and can do when they first attend is not precise enough to form a fully comprehensive overview on which to base future plans for children's progress.
- Staff do not always use daily routines, such as snack time, to help children to develop their independence.

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 out of school club room and the hall.
- The inspector spoke with children and staff at appropriate times during the inspection and conducted a joint observation with the manager.
- The inspector held meetings with the manager and the provider.
- The inspector look at children's records of learning and planning documentation and sampled a range of other documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Ayo

Full report

Information about the setting

Kids Club Burnley St John is a limited company which opened in 2009 and is one of three out of school clubs operated by a private individual. It operates from St. Johns Roman Catholic Primary School in Burnley, Lancashire. The out of school club solely accommodates the children of the host school during term time after school sessions, however, the holiday club is offered to children from the local and wider areas. During term time the out of school club opens each day from 3pm to 5.45pm. During all school holidays it is open each day from 7.30am to 5.45pm. Children attend for a variety of sessions. Children are cared for in one main class room, with additional access to the school's hall and enclosed outdoor play area. There are currently 20 children on roll, of whom five children are in the early years age range. There are two members of childcare staff employed during term time at the out of school club, including the manager. Both staff members hold appropriate early years qualifications at level 3. Additional staff are brought in from the provider's other settings to care for children during the holiday clubs. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- support parents more effectively to share detailed information about what children know and can do when they first join the setting
- provide further opportunities for children to develop independence and manage age-appropriate tasks, for example, by encouraging them to be involved in the preparation of snacks.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. Consequently, they complement this well within the out of school club, providing a wide range of activities. Children are continually involved in helping to make decisions and share their ideas about what they would like to do, through club meetings and questionnaires. This extends to children's involvement in planning, including for the activity programme for the summer holiday club. This helps children to feel their contributions are valued and fosters a strong sense of ownership amongst them. Activities reinforce children's positive approach to learning and active engagement. They take into account children's individual interests and their preferred learning styles, through both indoor and outdoor play experiences. For example, children have opportunities to explore the eco garden, looking for mini-beasts,

take part in obstacle courses and play team games using radios and torches. Staff also provide varying role-play activities, in order to foster both girls and boys imaginary play. For example, alongside traditional home corner resources, children build teepees as they play cowboys and Indians and take part in pirate play. During the holiday club, children go on exciting outings that enhance their learning experiences, such as to the seaside and zoo.

Alongside ongoing informal observation and assessment staff complete more formal written observations which link to the areas of learning within the Early Years Foundation Stage. These are evaluated and help to inform future planning, in order to meet children's individual needs. However, staff do not always gain a full picture of what children already know and can do when they begin attending. This means that planning is not as precise as it could be in optimising children's learning. Parents are well informed about, and encouraged to support their children's learning. This effectively fosters a shared and consistent approach. For example, they are provided with monthly key-person reports, are invited to take part in activities and share things from home and are provided with information about activities.

The quality of staff interaction is good. They are enthusiastic and friendly in their approach as they engage in children's play. Staff support and extend children's learning and reinforce skills which help them to develop and learn effectively. Children clearly enjoy staff involvement in their skittle game. Staff observe children as they play and intervene sensitively to encourage children to persevere and develop new skills, without taking over. For example, as children try to knock the skittles down with a sponge ball, staff suggest they use the larger heavier ball. This develops their understanding of scientific concepts, such as force. As result of the suggestion children delight in their success, as do staff. Children show good concentration as they play the game and staff reinforce their mathematical skills during the activity. For example, they encourage children to calculate how many skittles they have knocked down and how many are left. Staff ask children open-ended questions, for example, as they operate simple programmes on the computer. This encourages children's skills in creative and critical thinking.

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

Staff are fully aware of, and sensitive to, potential and actual harm to children. They have thought through how they would deal with safeguarding issues, in order to support children in their care and ensure their welfare. Children are happy and clearly enjoy their time at the out of school club. They develop a strong sense of responsibility because their input is greatly welcomed and valued. This results in children being self-motivated and confident, and developing good levels of self-esteem. There is effective settling-in of the children, during which there is close consultation with parents. For example, they are encouraged to help their children to complete an 'All about me' document. Staff also provide an additional information sheet asking parents to detail, for example, whether children have any special words for objects or their feelings and their likes, dislikes and interests. This helps staff to build up a picture of each child and meet their individual needs. As part of the settling-in process, children and parents are invited to 'taster' sessions and new children are 'buddied' up with a child of a similar age. Children's

successful move to a new setting is reflected in the positive relationships they have with staff. For example, children readily invite staff to take part in their play and enjoy their enthusiastic interaction. They are also confident to speak to them about their own needs, or if they want support. This further demonstrates that children feel safe, secure and comfortable in the out of school club. Children have a continued sense of security through effective transitions between the out of school club and reception class.

Staff promote children's independence and self-choice by setting out activities at their level and providing access to resource cupboards. In addition, children can view photographs in an activity album and select other toys and activities. As a result, children are motivated and engaged. This is fostered further because the flexible routines allow children to choose where they would like to play, including outdoors. Children behave well and are very sociable. They link up with their peers and staff within different activities where their listening skills and cooperative play is fostered. For example, children enjoy taking turns to knock the skittles down and thrive on the ample praise and encouragement they receive, which fosters their self-esteem and confidence. Staff encourage children to manage minor conflicts, in order to learn how to deal with their feelings and resolve minor arguments in a positive way. Mealtimes reinforce children's social skills as they talk with staff and each other, politely pass food around to share and use good manners. However, opportunities for children to develop independence further during the teatime routine are missed because staff prepare the snack. Children observe positive images of diversity within resources. Staff also complement topics initiated by school that help children learn about how people around the world live and differing cultures and beliefs. Children also visit other villages to take part in their community celebrations, such as a scarecrow festival.

Staff effectively support children to develop an understanding of the importance of healthy lifestyles. They encourage children to wash their hands before eating and children make healthy choices from the well-planned snack menu which they are effectively involved in devising. Children clearly enjoy the pitta wraps with ham and cheese and the fruit which follows. Where children bring packed lunches during the holiday clubs, parents are provided with information about healthy eating in the information pack. Staff ensure that children have good access to physical activity through use of the outdoor area or the school hall. This contributes to children's all-round good health and helps them to develop a positive approach to keeping themselves fit and healthy. Children use different types of equipment that helps them develop confidence in their large and small physical skills, such as a bouncy council, and play team games. Children run around vigorously as they play a game of hockey, practising their coordination as they attempt to dribble the ball and shoot this into the goal area. Staff remind children about safe play during such games, helping them to develop an understanding of keeping themselves and their friends safe. Staff also discuss topical events with children, in order to teach them about dangers and staying safe, such as stranger danger and internet safety.

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

There is good leadership of the out of school club. The provider and staff have a good understanding of their responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Consequently, they ensure that policies and procedures are implemented effectively, in order to fulfil their responsibilities in promoting children's well-being and providing good-quality play experiences. Formal and robust recruitment and vetting procedures ensures that children are protected and cared for by staff with a good knowledge of early years practice. As part of the process, alongside having a structured interview prospective employees are observed with the children and once in post, they have a six-month probationary period. This enables the provider and manager to assess their skills in interacting with children and identify whether they have a natural connection with the children. There are good risk assessments in place, in order to promote children's welfare. For example, staff complete daily safety check lists on equipment and areas used by children and access to the out of school club is closely monitored. Child protection training is mandatory for all new staff as part of the effective induction arrangements, which includes mentoring, and this is regularly updated. Consequently, staff can identify possible signs of abuse or neglect and have a secure understanding of what to do, should concerns of a safeguarding nature arise.

There is a strong commitment to continuous improvement through good self-evaluation, which takes into account the views of staff, children and their parents. Regular in-house staff meetings and company team meetings enable staff to share their ideas and review what they do. The provider plays a very active role in what is happening in her settings, which means she can monitor the overall provision well and have an accurate picture of areas for development. This includes through feedback from her manager about staff performance and any areas for professional development. Feedback is then incorporated in to the regular supervisions and yearly appraisals that the provider undertakes. This ensures that staff have continued access to a programme of professional development and ongoing support. Where individuals attend external training courses, information is cascaded to the whole staff team. This helps staff to improve their knowledge, understanding and practice and continue to complement children's achievements over time.

Children's care and learning is enhanced as a result of effective partnership working with parents. They are well informed about the out of school club and their children, in order for there to be a shared and consistent approach amongst all those involved in a child's life. For example, staff and parents work closely to support children's development, such as any temporary behavioural issues. New parents receive an information pack to ensure they understand, and are in agreement with the out of school club practice and the care and education of their children. There is a wide array of information displayed on a notice board and any new information or forthcoming events are shared through regular newsletters. Parents' views are seen as an invaluable tool for helping inform and improve the service. They are gained through surveys, in which parent's responses are evaluated. Outcomes and any action taken as a result of feedback are shared, again, through newsletters. Parents express complimentary comments about the out of school club. Strong links are established with the head teacher and the reception class teacher through meetings and a communication book. Both staff and the reception teacher contribute to this on a weekly basis. This enables staff to find out about children's interests and any

current school topics and incorporate these into their planning. The communication books are also used for exchanging information about children's individual learning. Consequently, this enables staff to gain a picture of a child's achievements, in order to complement their learning fully and balance children's experiences with those in school.

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	EY397504
Local authority	Lancashire
Inspection number	879301
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	20
Name of provider	Kids Klub Burnley Limited
Date of previous inspection	25/01/2010
Telephone number	07912561530

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

