

# The Village Kids Club @ Saxilby

Saxilby C of E Primary School, Highfield Road, Saxilby, LINCOLN, LN1 2QJ

<b>Inspection date</b>	14/07/2014
Previous inspection date	26/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy and relaxed within this friendly and welcoming setting. They form strong attachments with staff, which helps them to settle quickly.
- Partnerships with the school are well established. This supports a smooth transition between school and the club, which promotes continuity in children's care.
- Staff are positive role models as they reinforce appropriate behaviour and provide clear guidance so children's behaviour is good and they play well together.

### It is not yet good because

- While Disclosure and Barring Service checks are undertaken for staff, references are not sought in order to fully verify their suitability. This means secure and robust recruitment procedures are not adhered to by the provider.
- Staff's observations and assessments of the children do not help them to clearly identify children's level of achievement across the areas of learning. As a result, staff do not plan or monitor activities, both indoors and outdoors, to ensure they are challenging and fully meet the needs of all the children.
- Deployment of staff is not always fully effective. This results in small periods of time throughout the session where staff do not consistently supervise children to ensure they are safe in the outdoor area.
- Self-evaluation does not sufficiently inform the club's priorities and set challenging targets to secure continuous improvement.

## 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 indoors and outdoors.
- The inspector accompanied staff and children when collected from their classroom.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector carried out a joint observation with the owner.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Michelle Drury

## Full report

### Information about the setting

The Village Kids Club at Saxilby was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run by a provider who also runs three other out of school provisions and a pre-school. The club operates from rooms in Saxilby C of E Primary School, Lincolnshire. It uses the school field and playgrounds for outside play. It opens Monday to Friday, all year round except for public holidays, school training days and between Christmas and New Year. During term time, sessions run from 7.45am until 8.55am and from 3.20pm until 6pm. The club also operates during school holidays from 8am until 5.30pm, when there is enough demand. There are currently 64 children on roll, six of whom are in the early years age range. There are six staff who work with the children regularly, four of whom hold appropriate early years qualifications. The owner holds a degree in childcare.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the appropriate deployment of staff, in order to ensure that children's needs are consistently met in all areas of the club
- ensure assessment is linked to planning in order to consistently provide all children with challenging activities that fully match their learning needs.

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

- develop systems to regularly monitor the quality of teaching, observations and planning and assessment, to ensure that children consistently receive a good quality learning experience that constantly improves
- ensure the club's recruitment and vetting procedures are adhered to at all times, with specific regard to seeking references when staff are employed
- improve the focus of self-evaluation to inform the club's priorities and set challenging targets to secure continuous improvement.

## Inspection judgements

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

Children are clearly happy and confident when they attend the club and enjoy the time spent with their friends. They become involved in their play and, overall, have access to an adequate range of toys and equipment to support their learning. Staff provide free choices in what activities children take part in, to enable them to develop their play and support their varying interests effectively. This results in staff valuing children's opinions and ideas as they are encouraged to say what they do or do not like, such as adding their comments on the 'spider map'. This contributes to how staff plan for children's play needs. Staff have a sufficient understanding of how to support children's development and help them to acquire the basic skills, which they need for school. The club gathers some basic information about the children on entry from parents, and this enables staff to plan activities which are of interest to the children.

Staff carry out some observations of the children. However, the systems for assessing the children's learning and development are not fully effective. Some children, but not all children in the early years, have a progress book, which contains observations and next steps for children's learning and development. However, there is no summary of any progress made and this is not consistently used to link to planning for the children. This means that opportunities to build on and extend children's learning are sometimes missed. As a result, children are not always provided with challenging activities that are fully matched to their learning needs. For example, although staff observe children during their play, these observations do not consistently reflect all areas of learning. As a result, children's next steps are not always effectively planned for using what staff know children can do. Despite this, overall, activities and play opportunities support children's interests, ensuring they enjoy their time at the club.

Children are supported by staff to make a bag and make money to go in it. Staff ask open-ended questions to extend children's learning about where they are going and what they are going to buy from the shop. Staff help children to understand about the meaning of money during these conversations. Children enjoy accessing the craft activities and talking with the staff.

Parents provide staff with some information about the basic starting points of their children's development on entry to the club, such as their likes and dislikes. Staff give feedback to parents about their children's time at the club, which keeps them adequately informed about how their child has been. They make sure parents know about the range of activities and experiences provided in the club and talk to them about what their children have enjoyed in the session.

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

Staff are approachable and kind, spending time chatting to children and helping them to settle when they arrive at the club. Children clearly enjoy the company of the staff, seeking their approval of activities they have undertaken. They have access to a welcoming environment and a variety of activities. However, on occasions, staff are not effectively deployed to ensure children are supervised at all times in the outdoor areas. Consequently, this affects their safety.

Staff help young children to relate well to other children, supporting them in sharing and being kind and helpful; for example, taking turns on the computer console. Children of different ages often spend time together, chatting or playing cooperatively. For example, during the afternoon snack time, everyone sits together and there is a hum of chatter and conversation while they relax and enjoy a healthy snack.

Children who attend the club are all pupils of the school. They are, therefore, familiar with the school premises, surroundings and routines. Staff at the club and school recognise the importance of ensuring continuity for children and helping them to make smooth moves between the two settings. For example, they verbally share information between themselves and parents, so that they are all aware of any matters relating to children's care, health, safety or behaviour. Staff work together to ensure children's transfer between the school and out of school club, and vice versa, is calmly and safely managed. Staff attend the school's transitions evenings to ensure they are involved in the process, in order to effectively support the children who attend the club.

Children's health is generally well supported and they have good opportunities to be physically active outside in the school grounds. They have access to a broad range of large equipment where they can run, jump and climb in the fresh air. Children are encouraged to be energetic outdoors but also to be aware of others and to safely use equipment and apparatus. Children show they understand when they need to line up, walk sensibly and to listen carefully. Children have opportunities for quieter periods, using the blankets where they can relax, do art and crafts and chat with their friends.

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

Although Disclosure and Barring Service checks to ensure the suitability of staff are in place, references are not consistently obtained for all staff to ensure the recruitment process is robust. Staff conduct regular risk assessments to ensure all areas are safe and suitable for use. Appropriate health and hygiene routines are implemented to protect children's well-being. Staff understand and adhere to the club's safeguarding policy and procedure and know what to do if they have a concern about a child. At times, staff deployment does not effectively ensure that children are safely supervised.

The manager and staff understand adequately the need for children to progress towards the early learning goals. However, there is currently no process in place to clearly show their progress. Furthermore, staff do not monitor the educational programmes to ensure the club provides challenge for the children.

The owner recognises that a high turnover of managers has impacted on the quality of the club. The owner is taking steps to address some issues, such as appointing a new manager committed to staying at the club. Some staff are first-aid trained. There are processes for supervision and appraisals in place and the provider undertakes some peer observations. However, these sessions are not yet focused on improving the quality of teaching, so that children make good progress in their learning.

Staff work in partnership with parents and the school to promote the inclusion of all children. Information is gathered and exchanged to ensure children's individual care and well-being needs are met. Parents comment positively about the club, confirming they receive clear information on their children's daily activities through verbal communication and regular newsletters. Parents are happy with the staff team and the care their children receive.

Although there are appropriate systems in place to gain feedback from children, parents and staff through questionnaires, the current evaluation system does not identify or address some key weaknesses. Previous self-evaluation and improvement plans show a commitment to improve the quality of the club, but these have not been updated for a significant amount of time. The club is therefore not set challenging targets to secure continuous improvement.

### **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>	EY347113
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	878300
<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>	33
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Lynn Heath Graham
<b>Date of previous inspection</b>	26/10/2009
<b>Telephone number</b>	01522 702 669

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

