

Kare 4 Kids

17th Bolton Scout Hall, Markland Hill, Heaton, Bolton, BL1 5EJ

Inspection date	21/08/2014
Previous inspection date	30/11/2009

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

- Staff have a comprehensive understanding of safeguarding procedures so children are effectively protected if these need to be implemented. Children's safety is of the highest priority.
- Children are provided with a range of interesting activities and outings that are enjoyable and complement their learning. Progress in learning is well-supported.
- The club forms effective partnerships with parents and other settings that children attend, in order to provide continuity for children's well-being and complement their learning.
- Staff are well-qualified and there is a strong ethos of staff improving their qualifications to at least level 3 so that children's learning and well-being is effectively supported.
- Leadership and management of the club is good and there are effective methods in place to bring about continuous improvement in practice.

It is not yet outstanding because

- There is scope to enhance the opportunities for children in the holiday sessions to extend their self-help skills and to consider ways to organise the environment so that children can maximise their ability to concentrate.

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 quiet room, main hall and outdoors, and viewed toys, resources and equipment.
- The suitability of staff and managers were checked along with evidence of their qualifications.
- Meetings were held with the manager of the provision, and the inspector also spoke to members of staff when appropriate.
- The inspector and the early years co-ordinator carried out a joint observation and discussed the ways in which the early years provision is evaluated in order to make plans for improvement.
- The inspector also took account of the views of children and parents spoken to on the day.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Kare 4 Kids, Markland Hill out of school club is one of three settings owned by a limited company. It opened in 1988 and was re-registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from a scout hall in Markland Hill, Bolton. Children have access to a hall, a quiet room, bathroom facilities and an enclosed outdoor play area. Access to the property is gained at the side of the premises on the ground floor level. The before and after school club is open from Monday to Friday, 7.45am until 9am and again from 3.30pm until 6pm, during term times. The club takes and collects children from four local primary schools. It is open from Monday to Friday, 8am until 6pm, during school holidays. The club employs six staff, including the manager, of whom three are qualified to level 4 in childcare and one is qualified to level 3. There are currently 54 children on roll, of whom nine are in the early years age range.

What the setting needs to do to improve further

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

- explore ways to enhance the environment so that children's ability to learn to concentrate is maximised
- extend the ways in which children are supported to develop self-help skills during the holiday sessions.

Inspection judgements

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

Children have access to a broad range of resources that support all areas of learning. Staff also plan a variety of outings during holiday sessions, both locally and further afield to support children's learning and enjoyment. For example, they visit local farms and playgrounds, as well as travelling further to attractions, such as 'bouncy castles' and zoos. The club makes use of the local countryside and parks for walks, so that children can learn about the natural environment. This is supplemented by activities, such as, making bird feeders so that children can develop their manipulative skills and creativity, while learning about the foods that wild birds need. Children play with sand and water outdoors on the premises, exploring these materials and their properties, as part of their earliest experiences of science. For example, they pour sand and shape it by mixing this with water to learn how changing the mixtures affects their properties. They use chalks to make marks, practising their writing and manipulative skills.

Indoors, children have access to a range of popular craft materials, such as, elastic loops

for weaving. They select beads that staff can later iron to their finished work in order to set children's designs in solid form. They have good opportunities to make their own designs or to learn how to follow instructions by copying patterns. This helps to develop children's creativity, critical thinking and literacy skills. They have independent access to resources for painting and drawing to further supplement their creative play. Staff provide support and encouragement to help children persevere with their chosen craft, sitting with them to provide suggestions and practical help. This helps children to learn how to concentrate and persist if they initially encounter difficulties. However, on occasions children can become distracted as other children move around the room to access resources. This is because the room is not organised to the best possible advantage and does not maximise children's opportunities to concentrate. A range of age-appropriate books is provided for children to look at if they prefer a quieter activity, with sofas and cushions to relax on. Staff sit with children to support their imaginative play with small world toys, such as, dolls' houses and small cars. They ask children questions about what will happen next in the stories they are making up and provide suggestions to extend this. This helps to develop children's ability to think about a story line, which provides good support for when they need to write stories at school. A range of dressing-up clothes is provided to further support children's imaginative play. Children have access to several pop-up tents of different designs, such as, engines to enhance their imaginative play. Staff also provide resources for children to build dens indoors and outside, which supports their ability to think critically as they try different ideas to achieve the effect they want. This also helps children to learn to work together and negotiate.

Children play games such as, 'ping pong' and table football, developing their hand-eye co-ordination and team work. Staff encourage them to play simple matching games and to complete jigsaws appropriate to their skills. This helps to develop children's mathematical skills, including their awareness of shape and space. Children also have opportunities to learn about preparing and handling food. For example, they ice biscuits, make fruit kebabs and bake cakes. This helps children to learn about the ingredients in different foods and contributes to their learning about what constitutes a nutritious diet.

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

Children behave well and show regard for others, as staff are skilled in managing children's behaviour and helping them to learn to do this for themselves. For example, they model how turn-taking can prevent conflict when several children choose to play with the same equipment, such as, gaming consoles. Children explore the space and resources thoroughly, and are confident to select independently from accessible resources. As a result, they gain self-help skills. They are also confident to ask staff when they need or want something and children's attachment to staff is clearly good. This promotes children's emotional well-being, which enhances their ability to learn through play.

The premises are secure, in order to prevent unauthorised exit or entry. For example, there is a bell to ring so that staff can unlock the door and ascertain the purpose of visitors. This protects children's safety. Daily checks are made of the premises, indoors and outside, to ensure that they are safe and fit for purpose. The club has an innovative approach to helping children learn about safety. Children make their own risk assessments

of new activities, in order to encourage them to participate in these safely, having thought about how they can help minimise hazards. For example, they suggest that beads are a hazard if put in their mouths as they could choke, so this should not be done. Vehicles used by the club to transport children have documentation that meets requirements. Children have daily access to outdoor play and this may be on or off the premises. As a result, children have opportunities for exercise, while developing their whole-body co-ordination and an understanding of taking reasonable risk in physical play. Staff play team games with children, which enhances their experience of co-operative play and teaches them to manage their behaviour when in competition with others. This supports children's development of good social skills. The club provides a range of healthy meals and snacks during all sessions. Meals provided in holidays are cooked on the premises. This is to ensure that children receive freshly prepared, nutritious food, as part of learning about the importance of good nutrition in a balanced lifestyle. Meals and snacks are sociable as all children sit at tables to eat these together. As a result, children also have opportunities to reinforce good manners, including their table manners. Drinking water is available for children to serve themselves at all times, so that they learn to meet their own needs for drinks. However, the children who attend the holiday club have less opportunity to learn to serve themselves or to serve others because the effective procedures that take place in term times are not consistently applied in the holiday club. Children are supported to learn how to maintain good personal hygiene. For example, they are sent in small groups to wash their hands before snack or meal times so that this can be effectively supervised.

Highly comprehensive information is sought from both parents and children prior to children joining the club. For example, parents provide information regarding who is authorised to collect their children and also about any specific health matters, such as, allergies or dietary requirements. Children are asked about their preferred activities so that staff can provide some of these in order to support settling in to the club. A flexible approach is used to help children settle, based on the needs of the child and their observed progress in developing confidence. Staff and parents have good partnerships in order to support children's well-being and the club operates a key-person system for all children. As a result, children have at least one adult caring for them who knows their needs well and parents have a point of contact with whom they can exchange information about their child's well-being. Staff provide information daily to parents about children's welfare and activities they have enjoyed to keep them well-informed. During term times, the club exchanges information with schools regarding children's welfare when they take and collect, in order to support continuity of care.

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

Staff have a comprehensive understanding of how to report and manage any safeguarding concerns they may have regarding children. The club's policies to protect children's welfare are detailed and regularly reviewed to ensure they meet requirements and follow current procedures. All required documentation to support children's welfare is meticulously completed in order to support the safe and effective running of the club. For example, there is a rigorous policy for the use of hand-held devices with cameras on the premises, including for any that children may bring in to play with. The manager also

checks that any content on these items is age-appropriate for the children present to safeguard children from inappropriate images. This demonstrates a comprehensive awareness of how to manage information communication technology in order to safeguard children. There are robust risk assessments, which are reviewed regularly, for the premises and all outings, so that any risks to children are minimised. Correct staff ratios are maintained at all times, in order to provide good support for children's care and play. Recruitment procedures are robust in order to ensure that the club employs staff who are suitable and enthusiastic in their work with children. There are thorough induction procedures for new staff so that they can support children's welfare and learning by being familiar with procedures and policies. Staff performance management is effective because all staff are aware of the high standards of practice expected from them. Staff are strongly encouraged to obtain qualifications in order to enhance their quality of practice when working with children and professional development is embedded within the club's ethos. This contributes to the club's purposeful approach to continuous improvement.

Planning for children's activities is carefully monitored to ensure that all areas of learning are covered each week. This means that children can choose from a balance of activities, including some adult-led ones such as, outings. The club builds partnerships with early years' staff in other settings attended by children such as, schools in order to obtain information about what children are learning there. This is then used to provide some activities that complement what children learn at school. Staff make robust observational assessments in order to monitor children's progress and use these to enhance the precision of planning to meet children's learning needs. The club has a member of staff whose designated role is to co-ordinate the planning for children in the early years age range and monitor that key-persons meet children's learning needs through effective practice. This also enables the early identification of any child who is falling behind in their learning and development. Staff are able to act in partnership with parents and schools to seek help and work closely with specialised professionals to support children and close the gaps. As a result, the support provided for consolidating all children's learning through play is good.

Self-evaluation is comprehensive and covers all areas of practice. All staff make contributions to this through meetings and during their regular, individual supervisions. Partnerships are firmly embedded with parents. Parents are asked for their views regularly using a variety of means in order to ensure that the club meets the needs of children. Children's views are given a high priority and many activities offered weekly are as a result of obtaining their preferences and views, as well as including their observed needs. The leadership and management of the club is good, due to the experience of the parent company in providing out of school care for children. As a result, the capacity for continuous improvement is strong.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY310356
Local authority	Bolton
Inspection number	877959
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	Kare 4 Kids Ltd
Date of previous inspection	30/11/2009
Telephone number	01204 849 193 or 07932 650 787

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

