

# Y2K Kidz Klub

St. Stephens (Kearsley Moor) C of E Primary School, Bent Spur Road, Kearsley, Bolton, Lancashire, BL4 8PB

## Inspection date

02/10/2014

Previous inspection date

09/03/2009

## 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

- Practitioners develop good partnerships with parents and carers and subsequently, involve them fully in the club, and their children's care and education.
- Children's good health is promoted well. They enjoy plenty of outdoor physical activities and healthy food choices.
- Comprehensive policies for safeguarding are fully understood and implemented by all practitioners. Practitioners are vigilant about children's safety and reinforce boundaries that keep them safe. This effectively promotes children's well-being.
- The quality of teaching is good. Practitioners provide effective interaction to teach children the skills they need to succeed and to extend their thinking and learning.

### It is not yet outstanding because

- Children are encouraged to share their ideas. However, these are not always formally included in the planning and practitioners set up and choose the resources.

## 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 toured the premises.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager of the club, and spoke with practitioners and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and the improvement plan.
- The inspector looked at children's records and a range of other documentation, including children's assessment records, planning documentation and a range of policies and procedures.

## Inspector

Helen Gaze

## Full report

### Information about the setting

Y2K Kidz Klub opened in 2006 and is privately owned. It operates from four classrooms and a hall in St Stephen's Primary School in Kearsley, Bolton. The club serves the immediate locality and also the surrounding areas. The club opens five days a week from 7.30am until 8.45am and 3pm to 6pm and during the holidays from 7.30am to 6pm. There are currently 11 children in the early years age range on roll. There are currently three practitioners working directly with the children, all of whom have an appropriate early years qualification. The 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:

- develop a more robust system to formally include children in the planning and setting up of the equipment each day.

## Inspection judgements

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

Practitioners demonstrate, through their good teaching that they have good knowledge and understanding of how children learn and progress. Children demonstrate they feel settled at the club and become very confident because practitioners gather information from parents in the 'Rainbow all about me' books. Practitioners find out about children's current stage of development and include pages for children to write and draw about their preferred activities. As a result, practitioners can use this information to provide resources that reflect children's interests as they begin attending the club. Practitioners organise the environment well and the range of equipment and resources challenge and reinforce children's skills across the seven areas of learning and development. For example, the room is divided to provide a broad range of good quality resources that are readily available. Children select the resources on display and engage in interesting and challenging experiences as they enthusiastically invent games, create artwork or play outdoors. However, although children are encouraged to share their ideas, these are not always formally included in the planning and practitioners set up and choose the resources. As a result, children's ideas and interests are not fully reflected in activities.

Practitioners demonstrate they are committed to developing children's skills, attitudes and dispositions that they need to be ready for the next stage in their learning. Practitioners focus on encouraging children's confidence and abilities in speaking and listening during 'show and tell' activities, where children talk to the group to share good news and items of interest. Children are articulate and use descriptive language as they talk about going on holiday and bring in books to share with their friends. For example, some of the comments

made refer to the book as, 'extremely heavy', 'thick' and 'interesting'. Consequently, their ability to use language in a range of different contexts is well supported. Practitioners support children's mathematical development through play and demonstrate that they are able to assess children's level of achievement and effectively support each child's ongoing development. Practitioners have high expectations for what children can do. For example, children create large structures and practitioners ask, 'How many more do we need to make four if we have three?' Consequently, children are developing their critical thinking and problem solving skills and continue to make good progress in relation to their starting points.

Children enjoy learning about the world around them and there are plenty of opportunities for them to develop their understanding of the wider world. For example, children observe the life cycles of living things and learn about how waste materials are used to make compost, including shredded paper, fruit and vegetables in their ecological garden. Visits to the library and the local park support children's understanding of people and communities. Children tell the inspector that they particularly enjoy the 'mystery trips' and talk about the time they 'ended up at a castle', which shows they enjoy and have enthusiasm for the activities. Children have access to a range of electronic hand-held devices which support their learning about technology. Practitioners have established very good partnerships with parents and they are kept well-informed of the activities and events taking place at the club. They attend trips with their children during the holidays and say, 'They feel the activities are fun and interesting'. Practitioners make sure there is a regular two-way flow of information between the parents and teachers at the school and as a result, parents are updated about their children's day.

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

Children are happy and confident at the club because the practitioners have warm and caring relationships with them and treat them with respect and kindness. Children easily form relationships with practitioners and with other children because they attend the school where the club operates and are therefore very familiar with the environment. This makes it easy for children to make the move from their classroom to the club, helping them to feel emotionally secure. Children show they feel well-supported. For example, children say they 'can go to their key person if they have a problem'. Consequently, children feel comfortable and supported. Practitioners support children further to feel secure because they know and understand children's medical and care needs and use this information to keep children safe. Parents have a thorough induction so they know how to sign in, access the club to pick up their children and to know how to make suggestions or comments. This enables staff to work closely with children and their families to meet their specific needs. Parents give the club high praise and comment that the club is, 'fantastic because practitioners are really friendly and approachable'. As a result, children are emotionally secure and ready for their next stage in learning and parents are comfortable and happy with the care given.

Staff develop children's understanding of the importance of a healthy and active lifestyle. Practitioners provide healthy snacks for children as they arrive from school and drinking

water is available at all times. This helps children to acquire the knowledge and understanding of the importance of a healthy diet because practitioners talk with them about food that is good for them. Children have regular access to outdoor play and have good opportunities to develop their physical skills and strength. For example, they play ball games, use the hoops and skipping ropes and have areas to create marks and plenty of space to move around. This supports children to develop their physical skills and to keep active, contributing to a healthy lifestyle. Children have strong friendships with other children at the club and younger and older children play very well together. Children behave very well because the practitioners have developed good systems to allow children to share their feelings. For example, children can write in the 'Y2K feelings' book and write about being 'new to the club'. Other children can read these comments and offer support to younger and newer children. As a result, children feel well supported.

Children know how to take care of their own safety in their environment because practitioners promote their understanding of how to keep themselves safe at all times. For example, children learn about what they can do rather than what they can't do and practitioners reinforce this system as children play. For example, children play a game inside, which requires them to blindfold each other. Practitioners ask, 'What can we do to make this safe?' and children respond by saying, 'Play it outside'. Practitioners praise children's thinking and allow them to play the game outdoors. As a result, children are learning to make judgements about their own safety. Children let practitioners know about their movements around the club and check with practitioners before going outside or to the toilet. Children's independence is well supported as practitioners encourage them to carry things out on their own. For example, children get their own snack and tidy away after themselves.

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

The management team has a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are kept safe and the activities are planned well to provide children with a range of experiences. The staff have attended a number of training courses and these have led to an increased knowledge and understanding. The staff have paediatric first aid, which means they are well equipped to deal with accidents and have a secure knowledge of how to safeguard children. They know what to do if concerns arise and they are confident to take action. Information is readily available to parents through the 'guide to safeguarding' packs displayed and the club has a policy of the month available to parents, which means they effectively work in partnership to promote children's welfare and safety. The club has all the required documentation in place to further safeguard children, including, emergency contact details, attendance registers and accident records and parental permission for medication. The good systems for maintaining the appropriate documentation demonstrate how well staff value children's safety. The managers safeguard children further by ensuring all those working with children are suitably vetted and able to work with children. Staff complete a thorough induction, which means they are equipped with the knowledge and understanding to fulfil their role and responsibilities.

Staff are able to identify areas of strength, as well as the things they would like to develop further, such as, 'improving the equipment even further' and 'obtaining a printer so that staff and children can print their work'. Parents' and children's opinions and views are collected through questionnaires, discussions and the 'home experience and parental comments board'. Children's write about their ideas and the things they enjoy at the club. Managers support staff well and the club has fostered a system to provide mutual support and guidance to each other. Staff receive support through supervisions and annual appraisals and systems are in place to monitor teaching. As result, staff work well together as a team and their deployment is well-focused and effective to support children.

The staff have close and supportive relationships with parents and welcome them to the club. Parents are fully involved in their children's care, learning and development. For example, staff work in partnership with the teachers at the local school and create good links between home and school by passing information between the two. This helps to ensure parents are fully involved in their children's learning and are aware of their children's achievements both at school and at the club. Staff work collaboratively with other professionals to support children attending to enable consistency of care and learning and to support children in meeting their needs. Staff attend monthly meetings with other clubs in the area to share ideas and best practice. For example, staff say, 'we find out things that other clubs are doing well and implement them here'. As a result, the managers demonstrate they have a good capacity to improve their practice even further to support children.

### **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

<b>Unique reference number</b>	EY332784
<b>Local authority</b>	Bolton
<b>Inspection number</b>	878119
<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>	64
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Y2K Kidz Klub Limited
<b>Date of previous inspection</b>	09/03/2009
<b>Telephone number</b>	01204 333 642 01204 693562

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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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