

Y2K Kidz Klub

Masefield CP School, Masefield Road, Little Lever, Bolton, Lancashire, BL3 1NG

Inspection date	14/11/2014
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Children are exceptionally motivated, very eager to join in and consistently demonstrate the characteristics of effective learning in this well-resourced, exciting yet homely and nurturing environment. As a result, they make rapid progress in relation to their starting points.
- Key persons are highly skilled and sensitive and help children to form extremely strong emotional attachments and feel very secure within the setting. Staff have an excellent knowledge and understanding of the children that they care for and skilfully support them in their next steps in learning.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Partnerships with parents, other professionals and external agencies are exemplary and make a very significant contribution to meeting the needs of all children. Arrangements for supporting children as they move on to the next stage in their learning are exceptionally well organised and result in excellent continuity for children.
- Sharply focused self-evaluation includes the views of all staff, parents and children. This means that areas for improvement are effectively identified and plans for improvement are well targeted and achievable.

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 activities in the main hall and the outdoor environment.
- The inspector talked to the manager, staff, key persons and children throughout the inspection.
- The inspector looked at various documents, including children's records, planning and assessments and evidence of the suitability and qualifications of staff.
- The inspector discussed the process for self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie S Kelly

Full report

Information about the setting

Y2K Kidz Klub was registered in April 2000 and became a limited company in 2004. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting operates from the main hall within Masefield Primary School in Little Lever, Bolton. Children have access to the enclosed school playground and playing fields for outdoor play. The setting offers a breakfast club each weekday morning from 7.30am to 9am and after school care from 3pm to 6pm during term time. A holiday play scheme is also offered during school holidays. There are currently 60 children on roll, 15 of whom are within the early years age range. Children from several schools as well as the host school attend the setting for a variety of sessions. The setting supports children with special educational needs and/or disabilities. There are five members of staff employed who work directly with the children, including the manager. Of these, two hold an early years qualification at level 4 and one holds an early years qualification at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance staff's excellent knowledge and skills even more, for example, by continuing to provide opportunities for professional development and training in order to continue to improve learning outcomes for all children.

Inspection judgements

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

Staff have an excellent knowledge of Early Years Foundation Stage and how children learn best which they successfully translate into outstanding practice. They provide an extremely good range of activities that capture children's interests and support their communication and language skills and personal, social and emotional development exceptionally well. As a result, children gain the skills, abilities and attitudes that provide them with an extremely firm foundation for their future learning. Staff are fully involved in children's learning and play. They are highly skilled at extending their knowledge and understanding through excellent teaching skills and high quality interactions.

Children develop excellent social skills because staff teach them to play cooperatively, take turns, swap resources, negotiate and problem solve when carrying out activities. Older children are superb role models for the younger children. For example, they help them make construction models and teach them how to play board games. Staff provide children with opportunities to develop their communication and language skills through daily conversations as they talk to them during their play. They skilfully ask open-ended questions to help children communicate their thoughts and ideas. For example, when

children play in water and shaving foam, staff ask them how they can build a taller tower for the pirate. Children learn to communicate well, listen to others and resolve differences as they become more confident. They develop excellent large muscle control and coordination through daily access to outdoors where they have the freedom and space to run around, use skipping ropes and hoops and practise ball skills. Excellent support is provided for children with special educational needs and/or disabilities because staff have an exceptional knowledge of their individual needs and work very closely with the school which they also attend. This means that children have a consistent learning experience and all involved in their care and learning are working towards the same outcome.

Staff carry out detailed observations and assessments of children's learning and use this information exceptionally well to plan activities that are purposeful and challenging. This means that children make rapid progress in their learning and development. Staff encourage children to be fully involved in the planning process. They sit with children to discuss topics and listen and respond to children's views about what they would like to do. Consequently, children demonstrate high levels of enthusiasm and motivation. They are extremely eager to participate in the vast array of exciting activities this high quality setting has to offer. Each child has their own learning record which is maintained to an exceptional standard and contains samples of children's work, observations and planning for next steps. Children's learning is significantly enhanced through exemplary partnerships with other early years providers and schools. Staff liaise extremely closely with the nursery and reception teachers to share information about the children. This results in a high level of learning and care that meets the individual needs of all children. Staff have an excellent relationship with all parents who are warmly welcomed into the setting. They spend time talking to parents about what children have done and also pass on information from the nursery and school staff. Parents receive a wealth of information about the setting and their children, through regular newsletters, daily discussions and a parents' notice board. This provides excellent continuity for children.

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

The key-person system is highly effective and well-embedded in practice, which helps children form extremely close emotional attachments. As a result, they develop an excellent sense of security within the setting. Staff place a high priority on ensuring children develop their confidence, independence and excellent social skills. Consequently, children gain exceedingly positive attitudes and dispositions to prepare them for future learning. Children are extremely happy in this highly exciting and stimulating, yet wonderfully nurturing environment. They come into the setting eagerly and are keen to participate in activities on offer. Children explain that they 'love coming to the after school club, because there are lots of toys and activities to do' and they 'enjoy playing games with the staff and their friends'. Staff have excellent systems in place to ensure children settle well into the setting. For example, taster visits are organised with parents and children before they register with the setting to meet the staff and sample the activities provided. Children are exceptionally well supported as they move from nursery and school into the after school setting because staff develop excellent links with school staff. This has a significant impact on the success of the settling-in process. Staff are caring and

sensitive and adopt a nurturing approach which ensures all children feel valued and respected.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. For example, they teach children about road safety as they walk to and from school and remind them to pick up resources off the floor so that they do not fall. Children display high levels of confidence with day-to-day routines and understand the procedures in place to ensure they are kept safe. Staff ensure children have lots of opportunities to develop their physical skills, they provide daily access to outdoor play, either in the school playground or on the field. This means that they have regular exercise and fresh air which effectively promotes their health and well-being. Staff teach children the benefits of healthy food, fresh air and exercise in order to sustain energy and to grow and develop. Children talk to each other and staff about foods that are good for their bodies. For example, they explain that fish is good for their brain and makes them clever. Staff role model excellent hygiene practices, which are imitated by the children. The accessibility of the bathroom and hand washing facilities ensure children are competent at independently managing their own personal needs appropriate for their age.

Children are exceptionally secure as they respond to constant positive praise and encouragement from adults. They are involved in devising the rules of the setting and learn to respect the feelings of others. Children learn to behave appropriately from the examples set by staff and from each other, and as a result their behaviour is exemplary. For example, the play together harmoniously and are exceptionally kind and considerate towards staff and each other. Staff provide children with clear and consistent boundaries and guidance and any minor incidents are dealt with sensitively and fairly. They encourage self-discipline and discuss any unwanted behaviours at children's individual level of understanding.

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

Staff have a wealth of knowledge and understanding of how to protect and safeguard all children. For example, comprehensive safeguarding policies and procedures are effectively implemented to ensure children are very well protected. Robust recruitment and selection procedures ensure that all staff are safe and suitable to work with children. In addition, rigorous induction systems ensure that staff are clear about their roles and responsibilities. Staff also periodically complete a self-declaration form to state that nothing has changed that would affect their suitability to work with children. This means that managers can monitor their ongoing suitability to ensure children are consistently protected from harm. All staff have completed safeguarding training and have a comprehensive knowledge of the signs and symptoms of abuse and neglect and what to do and who to contact if there are any child protection concerns. Comprehensive risk assessments are in place and rigorous daily checks of the environment and resources ensure that children are exceptionally well safeguarded and can play and learn in a safe and secure environment.

Staff have an exceptional knowledge of the educational programmes and consistent and highly accurate monitoring ensures that children experience a broad and balanced range of experiences. This helps staff effectively complement children's learning in school so that they progress rapidly and successfully towards the early learning goals. Assessments are consistent and precise and children's progress is carefully monitored to ensure children who may need extra support are quickly identified. The manager and area Manager make up a truly inspirational leadership team. They have extremely high aspirations for the setting and strive to provide children and families with the best service possible. Managers and all staff have a shared vision for future improvements and are totally committed to their work with the children. Self-evaluation is an integral part of the setting's ethos and staff are continually looking at ways to improve. Rigorous systems are in place for evaluating practice and very detailed action plans evidence targeted priorities for future improvement. Children and parents are involved in the process through questionnaires and discussions. Their views are actively listened to and ideas and suggestions are implemented.

High quality systems for professional supervisions are in place, based on staff's self-appraisals and discussions during one-to-one meetings with the manager. Staff performance is managed through observations of practice when their strengths and areas for development are identified strengths and addressed. The manager is highly skilled, experienced and knowledgeable and staff are expertly guided by an extremely effective mentoring, coaching and support systems. As a result, staff are highly skilled in their roles and children's development, welfare and progress is significantly enhanced. The managers recognise that training for staff is ongoing area for further development, in order to secure continuous improvement of their practice, the setting and learning outcomes for children. This is evident in how staff have worked incredibly hard to develop their practice and all recommendations from the last inspection have been successfully acted upon. Parents are highly complimentary about the setting and the care and education their children receive. They comment that staff are caring, friendly and approachable and support children and their families exceptionally well. Parents are particularly impressed with how quickly children settle and comment that they make excellent relationships with the staff and other children. They comment that they know their children are happy and thoroughly enjoy their time in the safe, secure and stimulating environment.

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	EY287193
Local authority	Bolton
Inspection number	861271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	60
Name of provider	Y2K Kidz Klub Limited
Date of previous inspection	21/10/2008
Telephone number	07989 497 333 Office 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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