

# Skamps Kids Klub

Canon Evans CE School, Derwent Road, BEDWORTH, Warwickshire, CV12 8RT

## Inspection date

15/12/2014

Previous inspection date

13/05/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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

- Staff interact well with children and support them appropriately as they play. Consequently, children are happy, engaged, behave well and enjoy their time in the club.
- Adequate arrangements are in place to ensure that children are safeguarded. Staff understand their responsibilities to protect children, which means that children are kept safe from harm.
- Staff communicate and liaise well with school staff and parents to provide a very effective link between school and home. These strong partnerships result in consistency in children's care.

### It is not yet good because

- The provider has not met all legal requirements, particularly in relation to assigning a key person for each child in the early years age group. This means that care and learning is not always tailored to meet children's individual needs.
- Staff have first-aid qualifications, but the provider does not ensure that there is always at least one person with a current paediatric first-aid certificate available whenever children are present.
- Managers do not always rigorously monitor, evaluate or assess the effectiveness of all aspects of the club. As a result, some legal requirements have been overlooked and there are minor weaknesses in required record keeping.

## 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 the staff engaging with children in a range of activities.
- The inspector looked at a sample of policies and record-keeping documentation.
- The inspector held discussions with the provider, manager and staff members about their roles and responsibilities, including safeguarding.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Victoria Mulholland

## Full report

### Information about the setting

Skamps Kids Klub was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Canon Evans Infant School in Bedworth, Warwickshire, and is privately managed. The club serves the infant school and the adjacent Canon Maggs Junior School, and is accessible to all children. It operates from a playroom and the large school hall, and the school playground and playing fields are available for outdoor play. The club employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 or 3. The club opens Monday to Friday, from 7.45am to 8.45am and from 3pm to 6pm during school term time. Children attend for a variety of sessions. There are currently 80 children on roll, 17 of whom are in the early years age group. The club supports a number of children with special educational needs and/or disabilities.

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

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

- ensure that a key person is assigned for each child in the early years age range to help ensure that learning and care is tailored to meet their individual needs, and to build relationships with the child and their parents
- make sure that there is always at least one person who has a current paediatric first-aid certificate on the premises and that they are available at all times when children are present.

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

- develop rigorous and effective systems for self-evaluation to make sure that all legal requirements are met and to inform priorities for change that will raise the overall quality of the club.

## Inspection judgements

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

Children are happy and play well together during their time at the club. Staff provide a good variety of activities and resources, which successfully complement children's learning in school. The range of resources suitably meets the needs of the different interests and ages of children who attend. Staff speak to children about what they would like to do in the club and are responsive towards children's interests and ideas. Children have plenty of opportunities to make choices about what they do and how they spend their time in the

club, which supports their independent learning. Children choose to play in the playroom, the large hall, or outside when weather permits. Staff plan interesting and enjoyable adult-led activities, such as baking, and arts and crafts. For example, children enjoy using a wide range of materials to create collage pictures and cards.

Staff generally interact well with the children. They sit on the floor or at tables with children as they play, and join in with what they are doing or offer support. This successfully extends children's enjoyment and understanding. Staff talk with children about what they are doing and ask questions to encourage children to express their thoughts and ideas. Staff also support children's social skills as they help them to play, interact and negotiate with each other. Older and younger children socialise well in the club and children develop good relationships with peers.

Staff develop good relationships with children and their families. Parents and carers have daily opportunities to talk with staff. Staff provide a very effective link between school and home. They liaise well with school staff and parents. In the mornings, staff ensure that all relevant information from parents is shared with school staff. In the afternoons, staff equally ensure that all relevant information from school is passed on to parents when they come to collect their children. Parents comment on staff's 'excellent communication'. This three-way flow of information means that children are provided with consistent care.

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

Before children start attending the club, staff obtain suitable information from parents about children's welfare needs, such as dietary or medical requirements. This also effectively enables staff to meet the individual needs of children with special educational needs and/or disabilities. However, the key-person system for younger children is not always implemented when new groups of children start attending the club. Younger children who were new to the club in the autumn term have not been assigned a key person to make sure that care and learning is tailored to meet their individual needs. Consequently, younger children are not always fully supported in their move into the club, and a legal requirement is not met. Even so, staff are warm and very welcoming and children settle and develop good relationships with them over time. Parents report that staff help younger children to adjust when they start school and begin attending the club.

Children show increasing levels of independence and successfully manage their own personal care. At snack times, children are encouraged to pour their own drinks and to tidy away their plates and cups when they have finished. The club adequately supports children to lead a healthy lifestyle by ensuring that children have access to water and drinks throughout the session, providing healthy snack choices and ensuring that children have regular opportunities to play outside using a variety of resources. Outdoor play provides more challenging experiences that support children's physical development and large muscle skills. Children learn how to manage risks and keep themselves safe, for instance, as they play on large apparatus.

Staff are good role models. Children benefit from a calm and relaxed atmosphere in the club. Children behave well because staff consistently provide clear guidance about club rules and acceptable behaviour. Children learn to play alongside and cooperatively with others of different ages. Staff encourage children to share and take turns. They warmly reinforce children's positive behaviour with praise and encouragement, which raises children's self-esteem.

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

Children are safeguarded appropriately because staff have a satisfactory understanding of what they need to do should they have any concerns regarding a child in their care. The club has a child protection policy and procedures to follow in the event of an allegation being made against a member of staff. Recruitment procedures are in place to ensure that staff are suitable to work with children. Staff carry out daily risk assessment checks to make sure that areas used by the children are safe. However, the provider has not ensured that at least one member of staff has a current paediatric first-aid certificate, so this legal requirement is not met and children's safety is not fully assured. Even so, some staff have been trained in general first aid, which means that children do receive suitable treatment in the event of minor accidents.

Managers have not yet fully developed a system of rigorous self-evaluation in order to regularly assess and reflect on how well policies and procedures are being implemented. As a result, monitoring procedures have not identified where legal requirements are not consistently being met. In addition, minor oversights in record keeping procedures have not been swiftly identified and remedied. For example, procedures for keeping records of when medication is administered have not been fully understood and followed by staff, although all legal requirements are being met in this instance. This discrepancy in record keeping has been overlooked. Overall, these are areas for improvement, which have not been identified or acted upon by the provider, demonstrating that self-evaluation is not fully effective.

Nevertheless, managers encourage staff, parents and children to share their views about the club. For example, questionnaires are regularly used to gain feedback from parents and children. Managers consider these views when reflecting on strengths and areas for improvement, for instance, concerning resources and activities offered for children. This effectively supports the development of strong partnerships.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
------------------------------------------------------------------------	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
-----------------------------------------------------------------------	------------

## 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>	EY274471
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	860878
<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>	40
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Lillian Agnes Dowling
<b>Date of previous inspection</b>	13/05/2011
<b>Telephone number</b>	07979 522342

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

