

Free Spirits Kirkella

Scout Association, Scout & Guide Hut, Mill Lane, Kirk Ella, HULL, North Humberside, HU10 7QL

Inspection date	12/01/2015
Previous inspection date	20/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children have access to a large and well-resourced outdoor play area. This enables children to play games, run, jump and ride bikes promoting their physical development effectively.
- Staff's effective teaching helps children make good progress and complements their learning at school. As a result, children continue to develop skills and improve their knowledge.
- Children enjoy their time at the club and interact happily with mixed age groups. They develop a strong sense of belonging because the staff know them well and provide activities and experiences from their interests.
- Good partnerships with parents and the school provide continuity in children's care, which supports children's learning and well-being.
- Staff fully understand their role and responsibilities in keeping children safe. Well-written policies and procedures underpin their good practice. This ensures that children's welfare is protected at all times.

It is not yet outstanding because

- Children do not have consistently rich opportunities to fully use their independence at snack time so they can play an active part in this by making decisions and taking some responsibility.

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 had a tour of the premises and the outside area accessed by the children and staff.
- The inspector observed children playing and interactions between the children and staff.
- The inspector took account of the views of parents through discussion and their written feedback.
- The inspector looked at evidence of the suitability and qualifications of staff working at the club. She also looked at the club's self-evaluation and a selection of policies and risk assessments.
- The inspector held meetings with the provider and spoke to the children and staff members during the inspection.

Inspector

Caroline Stott

Full report

Information about the setting

Free Spirits Kirkella before and after school club registered in 1999. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Scout and Guide Headquarters adjacent to St. Andrew's Primary School, in Kirkella, a village to the west of Kingston upon Hull. The club is open Monday to Friday, term time only, from 8am to 8.45am and from 3.20pm to 5.45pm. There is an enclosed area available for outdoor play. The club employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. Children attend for a variety of sessions. There are currently 90 children on roll, 15 of whom are within the early years age group.

What the setting needs to do to improve further

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

- enhance further opportunities for children to gain even more independence, practise decision making and develop responsibility, such as at snack time.

Inspection judgements

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

Staff provide children with a secure and stimulating environment that offers a wide variety of activities and experiences. The quality of teaching is good as staff follow and extend children's individual interests and needs, which supports their future learning. For example, the provider encourages children to match dots on the dominoes, which supports their mathematical development. Children are able to play and explore the environments freely and to use their imagination to design their own creations. They enthusiastically make patterns using beads on templates and build models with appropriate resources. This enables children to experiment and assemble materials with a purpose in mind. This helps to promote their creativity and critical thinking skills. Staff communicate and interact well with children and fully understand that children learn through play. This means that children make choices about the activities they would like to take part in and are able to direct their own learning. Staff play alongside children and motivate them to engage in a wider range of activities and to try things for themselves. This means children are supported well to continually make good progress.

Staff effectively support children's communication and language development as they engage in constant discussion and ask relevant questions. This ensures children are becoming confident communicators with staff and other children. Staff complete an All about me form with the children, regarding their interests, likes and dislikes. This enables the children's key person to offer activities that match their interests and this helps children to settle quickly. Staff support children to develop their physical skills as they play

group games in the outdoor area and hall. This enables children to be energetic and socialise. Children gain confidence and choose which resources or games to play with, and talk to the staff about what they want to do. For example, children are excited when they play a physical colour matching game, moving their body limbs to the requested colour spot. This promotes children's listening skills as they follow the instructions given by staff. Consequently, children have good opportunities to play with a variety of equipment and activities that cover the seven areas of learning.

Partnerships with parents are good. Parents receive information about the club's service and are kept informed about children's care, through daily verbal feedback. The staff share some observations with parents and these enable them to be informed about a number of the activities children engage in. The staff know the children well and they ensure that they provide a service that meets children's individual needs. Children develop a strong sense of belonging and they talk warmly about the different opportunities available to them at the club. Staff enthusiastically join in with children's play, providing good opportunities for children to participate and develop their social skills, while also modelling positive behaviour. This effectively complements the learning that takes place in school and at home. As a result, all children develop positive attitudes towards learning and gain skills that they need for the future.

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

Children settle quickly and form positive relationships with staff and other children in the club. There is a key-person system in place and familiar staff ensure that this is used effectively to help children feel confident and happy. Staff work closely with parents and teachers within the school, to share relevant information about the children and support their move between the settings. Parents spoken to at the time of inspection comment that their children enjoy attending the setting and highly praise the outdoor learning and the club's security. Children behave well in the club. They show that they feel relaxed and settled in the club and know the routines well. Staff praise children for positive behaviour and encourage them to share and take turns. Children are fully aware of the boundaries set and the behavioural expectations of the club. Staff are good role models because they are polite, caring and listen carefully to children. This effectively promotes their emotional well-being.

Staff encourage children to be independent and manage their own personal needs. Children comfortably access their own resources, initiate their own play and wash their own hands. This promotes their self-confidence and helps them to develop their self-care skills. However, there are fewer opportunities for children to further develop their independence skills during snack times, for example, by allowing them to serve their own food and pour their own drinks. There are good hygiene practices in place, which supports children's understanding of their own health and well-being. Children are provided with a good range of balanced and nutritious snacks, which promotes the importance of a healthy diet and lifestyle. Staff provide daily opportunities for children to be active and access the large school grounds, which supports their physical development. Children enjoy a variety of physical activities and are given helpful reminders and explanations from

staff, which helps children to keep themselves safe.

The safety and well-being of the children are of paramount importance to staff. They teach children to have good manners, respect and look after each other as they play and take part in activities. This is evident as children share resources with other children. Children gain a good understanding of how to keep safe. For example, staff give them gentle reminders about when and who should use the iron to bind templates together. They discuss the hazards of the iron, such as its ability to burn if not used safely by adults. Staff talk to the children about the importance of safety as they remind them of the rules and encourage them to negotiate space during their play. As a result, children learn to understand about good safety practices and manage risks effectively.

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

The provider and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements for the Early Years Foundation Stage. They demonstrate a good understanding of how to effectively safeguard children in their care. This is because the staff have a secure knowledge and confidently discuss child protection issues. As a result, they know who to contact and the procedure to follow if they are worried about children's welfare. This is further supported by a good range of written policies and procedures, which are implemented successfully to protect children's welfare. Staff complete daily safety checks to ensure the indoor and outdoor environments are free from hazards and risks are minimised. Therefore, children are provided with a safe and secure environment.

Good recruitment, induction and vetting procedures are in place, which ensures staff are suitable for their role. The majority of staff hold appropriate childcare qualifications and know how children learn and develop. They provide a variety of interesting and stimulating activities and experiences from children's interest. As a result, children make good progress as they are actively engaged and motivated in their play. New staff members learn about the safeguarding policies and procedures during a thorough induction programme. All staff refresh their knowledge through online and other training updates. The effective deployment of staff trained in first aid ensures that children are kept safe whether inside or outside. This effectively maintains the safety and well-being of children. The provider regularly meets with staff to discuss their training and development requirements and ensures effective supervision is in place. This means that the quality of teaching is monitored regularly and this aids the care, learning and support for children.

Effective partnerships with parents are in place. They are kept well informed about the club in a number of ways, including email updates. Parents comment on how much their children enjoy attending the club and praise the staff for their flexibility and the consistent safety procedures. The staff have a positive attitude towards their partnerships with the local adjoining school. Children are collected from the school by familiar staff and information is shared verbally on children's well-being on a daily basis. This enables children to benefit from the continuity and consistency in their learning due to the

effective support they receive. This positively promotes a smooth move between school and the club. The provider has completed a detailed self-evaluation that she updates annually. The action and recommendations for improvement raised at the last inspection have been addressed successfully. For example, the provider has ensured there is now a detailed lost child policy in place. This informs staff and parents of the procedure they follow. The provider takes into account the views of staff, children and parents who attend using annual questionnaires to inform self-evaluation. This means the club's capacity for continuous improvement is good.

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
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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	314631
Local authority	East Riding of Yorkshire
Inspection number	868244
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	90
Name of provider	Free Spirits Kirkella Ltd
Date of previous inspection	20/10/2009
Telephone number	01482 651284

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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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