

Churchill Kids Club

Inspection report for early years provision

Unique reference number EY376403
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Inspector Rachael Williams

Setting address Churchill C of E Primary School, Pudding Pie Lane,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Churchill Kids Club is a committee run group operating from Churchill Primary School in North Somerset. It mainly operates from the school hall and key stage one lobby; however, all areas of the school are registered to provide care. Children have use of the fully enclosed playground, school field and activity area (trim trail).

The club is registered on the Early Years Register and both parts of the Childcare Register to care for 16 children aged between four and under eight years old. At present there are 48 children on roll, of whom four are in the early years age group. No children in the early years age group were present at the time of inspection. They operate daily during term time from 07:45 until 08:45 and from 15:30 until 17:45. The club employs four members of staff and two students; two of these have appropriate level 3 early years qualifications. The group receive support from the local authority.

Overall effectiveness of the early years provision

Overall, the group is satisfactory. Through discussion with practitioners children make sound progress in their learning. They enjoy their time at the group and learning opportunities keep them actively engaged. Staff state that they have good relationships with the children which ensures appropriate knowledge of children's interests and capabilities. Practitioners demonstrate that they have good links with the school and frequently liaise with parents to ensure each child is valued and respected as an individual. On the whole, effective systems exist to ensure children's safety and well-being. Self-evaluation is being used effectively to monitor the provision and to address areas for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further assessment systems to monitor children's progression and to identify next steps in children's learning
- review the organisation of the environment so that children can develop a sense of belonging, with resources stored appropriately to enable easy access and free choice
- improve safety arrangements when outside to ensure children cannot leave the premises unsupervised and that visitors to the school can not enter the playground

The leadership and management of the early years provision

The committee and staff work closely together to ensure the smooth running of the group. Good use is made of the early years advisers to monitor the provision. The chairperson is proactive in moving the group forward and monitors the

provision well through the use of self-evaluation. Staff and committee have been proactive in identifying areas for improvement, such as initiating staff appraisals and involving parents in the self-evaluation process. Very close links have been established with the school, for instance, through the use of the day-to-day communication book. Good relationships have been established with parents and there is a strong presence on the committee. Parents receive relevant information regarding the setting, for instance, through a prospectus, and their child's achievements through daily discussions.

Rigorous systems have been established to ensure appropriate recruitment and induction of suitable staff. There are clear job descriptions and staff are aware of their roles and responsibilities with regard to implementing the Early Years Foundation Stage. A comprehensive operational plan has been established which ensures continuity in the running of the provision. Well-written policies and procedures underpin the cohesive service provided.

Key staff have good knowledge of child protection issues, including the possible signs of child abuse, and the appropriate procedures to follow should an incident occur. There is a clear registration system where children's attendance is accurately recorded. Robust collection arrangements have been established to ensure children are collected by suitable adults. Comprehensive risk assessments have been established which are well-written and regularly reviewed, hence children's well-being is safeguarded.

The quality and standards of the early years provision

Through discussions with staff, children are involved in a good balance of experiences which meets their interests and enthusiasms, such as creating, flying and measuring the distance their paper aeroplanes fly. Through staff observations and a record of planned activities children engage in a range of learning opportunities, both planned and child initiated. Staff describe how they guide play and support children to solve problems, elaborate on ideas and support their language development. Children could be engaged in activities such as volleyball, trim trail or designing cartoon characters. Observations of children are being transferred into learning journals; as this is a new system impact on the children has not been measured, however, as yet, it has not been used effectively to identify next steps in children's learning. There are sufficient resources, which are of high quality; however, storage is limited, hence children are unable to make decisions about their play as they are unable to independently access these.

Through discussion and observations of older children staff demonstrate appropriate understanding of healthy eating and ensure special dietary needs are met, although the choice is limited to dried fruit due to restrictions within the premises. Staff state that children may access water from the fountains around the school to ensure they remain hydrated. There are daily opportunities for children to be outside and active, for instance, in the reception class's play area.

On the whole, systems have been established to ensure children's safety, for instance, a visitors' record is completed to monitor adult attendance. However, the

school have requested that the gate in the playground remains unlocked so that parents of children attending school clubs may collect their children without using the main entrance, which has buzzer entry, alongside the group's own door bell. This has been identified as a cause for concern by the committee. Staff demonstrate that appropriate action would be taken with regard to administering medication and the recording of accidents, which would be promptly shared with parents.

Staff show a sound knowledge of behaviour management as exhibited in their management of older children's behaviour and through discussions of appropriate, age-related strategies. Staff state that children are frequently praised for their achievements and for developing new skills, such as throwing and catching activities. Staff describe how they involve children in creating the club rules to ensure their understanding of limitations, boundaries and expectations. Staff describe how some behaviour issues have arisen which have been dealt with promptly through liaison with teachers. Children have an adequate sense of belonging as the club operates from the school; however, they do not have a specific room to operate from, hence children's creations cannot be displayed, there is no opportunity for children to choose quiet activities and there is nowhere for them to leave their belongings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.