

# Kids Kabin (Brunswick)

Inspection report for early years provision

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**Unique reference number** 501026  
**Inspection date** 05/05/2009  
**Inspector** Anthony Anderson

**Setting address** Brunswick School (School Hall), Station Road, Woodhouse,  
Sheffield, South Yorkshire, S13 7RB

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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 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

Kids Kabin Out of School Club has been registered since 2001. It provides out of school care for 24 children aged four to 11 years who attend Brunswick School. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 42 children on roll, four of whom are in the early years provision. A breakfast club runs from 08.00 until 09.00 and an after school club from 15.00 until 18.00, Monday to Friday, during term time only. The club uses premises within Brunswick Primary School which is situated at Woodhouse, Sheffield. This is a residential area, with shops, schools and daycare facilities. Children have the use of a dining area and also the school hall. Suitable kitchen and toilet facilities are available. Children have access to an outdoor area. The provision employs seven staff who between them cover both the morning and afternoon sessions. Three staff including the supervisor have early years qualifications to National Vocational Qualification (NVQ) level 3. Several other staff are working towards gaining a recognised qualification. The group is able to support children who have learning difficulties or disabilities and who speak English as an additional language, although currently none attend.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory with some good features. Staff are suitably trained and experienced in early years practice and they provide a warm and friendly welcome to young children and their parents in this inclusive setting. Most aspects of the general care and welfare provision such as safeguarding and undertaking daily risk assessments of the setting are of a high and consistent quality. Staff are gradually gaining an awareness of the setting's strengths and areas for development and senior management has recently attended an early years training course. However, they do not yet have formal structures in place to fully evaluate the effectiveness of the provision or to plan for and monitor the progress made by the few early years children in the setting. The setting's management demonstrates a satisfactory capacity for further improvement.

## What steps need to be taken to improve provision further?

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

- fully implement the new Early Years Foundation Stage framework including the key person system
- develop systems of self evaluation and ensure that they lead to continuous improvement
- improve the display information for parents and ensure that the registration certificate is fully in view during the setting's opening times
- ensure that children who attend only the breakfast club provision are aware of the emergency evacuation routines.

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

Staff work together well under the day-to-day direction of the setting's morning and afternoon coordinators who are themselves supported by regular visits from the joint owners/managers of the provision. They create a warm and friendly atmosphere in the setting. Children are well supported by appropriately trained staff when they are ill or have an accident. Attendance registers are kept up-to-date to support regular fire evacuation drills but these do not at present extend to the few children who only attend the breakfast club. Despite this omission, the care and welfare element of the setting's provision, which also includes the vetting of staff and the undertaking and recording of regular risk assessments, is good.

Regular and informal meetings are used to encourage staff to identify individual training and development needs and senior staff have recently attended a training course linked to the Early Years Foundation Stage framework. However, implementing the main elements of the framework, such as the key person system, is at an early stage of development. In its present format, the setting's recently produced self evaluation form is too descriptive and there is insufficient evaluation and analysis of the setting's key strengths and key areas for improvement. Management's liaison with the early years staff of the main school is positive and is gradually developing, as are the links with external agencies. However, there is not yet any significant evidence of a specific focus on the progress and development of the few early years children who attend the setting. Although the information available for parents within the setting is a little limited and the setting's registration certificate was not visible on the noticeboard, senior management work closely with parents who demonstrate strong satisfaction with the attitude of staff and of their children's enjoyment when attending this inclusive and caring setting.

## **The quality and standards of the early years provision**

Young children say that they enjoy themselves in this friendly and inclusive setting. The setting's staff utilise their skills and experience when setting out a range of activities and games on the large floor of the main school hall. Children are encouraged to make choices in the activities and games they wish to play and some choose to hit a soft ball to each other with plastic rackets which helps to ensure a safe environment. Although no breakfast is provided during the morning session, children are offered healthy snacks at the end of the school day. There are also a wide range of outdoor and well resourced activities available for children and supervision levels are good. Staff join in the games and help to support and encourage young children in a number of skipping activities. Some children prefer to sit and talk with their friends in quieter parts of the large hall. The atmosphere created is one of happiness and enjoyment with positive support and encouragement from the well deployed staff.

Weekly planning of activities and resources helps staff to prepare for each day but does not yet include any specific activities for younger children which are linked to the six areas of early years learning. The use of observations for the purpose of

monitoring young children's progress and planning their next steps of progress is at a very early stage of development. However, parents are kept informed of any particular areas of interest or skill demonstrated by their children and of any accidents they sustain whilst in the setting. Leaders are gradually gaining an awareness of the recent changes to the Early Years Foundation Stage framework but its implementation is at a very early stage of development. Children are encouraged to wash their hands before eating or after visiting the toilet. They make a satisfactory contribution to their out of school club activities and to the progress they make towards their future economic well-being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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

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## **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