

# Mid Tyne Kids Club

Inspection report for early years provision

---

**Unique reference number** 301892  
**Inspection date** 18/05/2009  
**Inspector** Tara Street

**Setting address** Broomley School, Main Road, Stocksfield, NE43 7NN

**Telephone number** 01661 844610

**Email**

**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

Mid Tyne Kids Club is managed by a voluntary management committee. It opened in 1998 and operates from the mobile building and school hall within Broomley First School in Stocksfield, Northumberland. There are no issues which may hinder access to the premises. A maximum of 50 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 12 years. During term-time, the children are from Broomley First School and Ovingham Middle School. During the holidays, children from several schools attend, including some from Hexham. The club is open five days a week from 07.45 to 09.00 and 15.15 to 18.00, term-time only. During school holidays the club is open from 08.00 to 18.00.

There are currently 240 children on roll. Of these, 92 are under eight years and, of these, seven are within the Early Years Foundation Stage (EYFS). The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff and two volunteers, including the manager, who work directly with the children. Five of the staff hold appropriate early years and playwork qualifications. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are cared for in a warm and relaxed environment. They have developed close and considerate relationships with the staff and their peers. Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. The setting has built strong relationships with the school and informal, friendly relationships with parents. The management committee and staff have begun to evaluate systems and practice, making plans to further improve outcomes for children. However, some of the records required for the safe and efficient management of the provision are not fully in place.

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

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

- ensure the record of regular risk assessment checks includes all the necessary information
- update policies and procedures to ensure they are fully in line with the Early Years Foundation Stage statutory framework
- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any injuries sustained and treatment given.

To fully meet the specific requirements of the EYFS, the registered person must:

- implement systematic observation, assessment and planning systems, which monitor children's progress towards the early learning goals and identify next steps in learning (Organisation).

25/05/2009

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

Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. Most records, policies and procedures that support the setting to promote positive outcomes for children are generally well maintained. However, these have not yet been updated to ensure they fully reflect the Early Years Foundation Stage requirements. Parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. However, the record of regular safety checks does not include all of the relevant information. The manager has implemented suitable systems to monitor and evaluate the provision and to ensure that identified improvements are made where necessary. A recent example has been the purchase of more information and communication technology equipment to improve children's experiences. The recommendations made at the last inspection have been suitably addressed.

Staff form appropriate relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are appropriate links with other early years practitioners to ensure consistency for children.

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

Children are happy, confident and well settled in the setting. A suitable range of age-appropriate activities and resources are made available to children and they quickly become involved in an activity of their choice. For example, children enjoy organising gluing and sticking activities, games of football in the outside play area and set up and play games on the games console. Staff have an appropriate understanding of the EYFS and, therefore, children's progress towards the early learning goals is generally supported. However, observation, assessment and planning systems have not been established, which limits the setting's ability to ensure each child's needs are being met, as required by the EYFS. Staff know

children well and offer stable and consistent care. They model positive behaviour towards each other and children. As a result, children have positive attitudes and manage their behaviour appropriately. For example, they are very patient as they wait to take turns at the craft table. They share ideas and create their own games. For example, they discuss what to make with the beads before deciding to make necklaces. Children solve problems as they take part in art activities, put games together and play with construction materials. They enjoy free access to an appropriate range of mark-making materials and enjoy drawing pictures and designing jewellery boxes. Children experience suitable opportunities to access information and communication technology to support their learning, such as using battery operated resources, games consoles and a camera. Children learn about the wider world through a variety of planned themes, such as countries of the world, and through celebrating a range of cultural festivals.

Children are developing an appropriate sense of safety. They know the procedure to follow in the event of an emergency and understand the safety rules as staff give clear explanations of the possible consequences. Their awareness about healthy eating is suitably promoted through planned activities and discussion. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they participate in team games of football and cricket, practise their coordination skills when throwing and catching balls and playing with skipping ropes.

## 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?	3
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?	3
How well are children safeguarded?	3

### 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>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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](http://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