

# Kids in the Hall

Inspection report for early years provision

---

**Unique reference number** EY349235  
**Inspection date** 22/05/2009  
**Inspector** Wendy Richardson

**Setting address** Heddon-on-the-Wall St Andrews C of E First School, Trajan Walk, Heddon-on-the-Wall, Newcastle Upon Tyne, NE15 0BJ  
**Telephone number** 07866 573 348  
**Email** wowlives@yahoo.com  
**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 in the Hall out of school club is a privately owned limited company and has been registered since 2005. It operates from the school hall and associated facilities within St Andrew's First School, Heddon-on-the-Wall in Northumberland. There are no issues that hinder access to the premises.

A maximum of 26 children aged under eight years may attend the setting at any one time. The club takes children from three years of age and also offers care to children aged eight to 14 years. During term time the group is open five days a week from 08.00 to 09.00 and from 15.15 to 18.00. Holiday care is subject to demand and operates five days a week from 08.00 until 18.00.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children on roll; of these, seven are in the Early Years Foundation Stage and eight are under eight years. The setting supports children with learning difficulties and/or disabilities and those with English as an additional language. There are three members of staff who work with the children. The majority of staff have appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Priority is given to inclusion and the children's welfare. As a result, children's individual needs are met and they make good progress in their learning and development. Links with parents and other agencies are good. The setting is aware of its strengths and plans for the future are well targeted to bring about further improvement.

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

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

- extend reflective practice, to more rigorously evaluate all aspects of provision
- further develop the assessment system, so that children's progress towards the early learning goals and next steps in learning are clearly identified.

## The leadership and management of the early years provision

Documentation is well organised, readily available and stored securely on site to protect confidentiality. All essential written policies and records are in place and regularly reviewed to keep information accurate and up to date. Information relating to the provision is appropriately displayed for parents. Children with learning difficulties and/or disabilities and those who do not speak English at home are given good support with learning, language or medical needs as appropriate.

The staff know the children well, take good account of their views and ideas and have good links with other agencies, especially the neighbouring pre-school group, the school and the Sure Start organisation. This enables staff to meet children's needs in a very effective way and allows them to complement the care and education children receive elsewhere. They make good use of the partnership with the pre-school setting by borrowing a range of toys which ensures activities are varied for the children.

The effective partnership with parents ensures they are kept well informed through regular opportunities to exchange information. They are appreciative of the care their children receive and acknowledge the commitment of the staff. Children are well protected. Staff have a good knowledge of child protection issues and they carry out thorough risk assessments to minimise risks indoors, outdoors and on outings. Children take part in regular fire drills so they learn what to do and how to stay safe in an emergency. Good attention is paid to hygiene and the safe handling of food.

Recommendations made at the last inspection have been fully addressed. Regular staff meetings are used to plan activities and discuss ways to improve. Staff are clear about what they do well, especially in promoting imaginative activities and plans are in place to undertake more formal ways of identifying and improving all aspects of provision. The setting does not reflect rigorously enough on the planned provision in order to identify possible weaknesses but staff are committed to and enthusiastic about future planned training.

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

The hall in which the group is based is bright and welcoming. Clearly defined and well resourced play areas offer children plenty of scope to have a calm start to the day and to rest, relax or have fun and enjoy themselves in more energetic pursuits in the after school sessions. Children are very aware of the safety of themselves and others and negotiate wheeled toys and giant bouncy balls around each other in a sensible way that does not endanger others.

Relationships between staff and children are good and the children are safe, secure, and happy. They are encouraged to make their views known in informal discussion. Good regard is given to the children's health and wellbeing. Healthy snacks, such as apple, cucumber and cheese, offer children the nourishment they need to grow and develop. They learn that exercise is fun and there are opportunities for them to dance or use the school adventure playground and other outdoor facilities. They are encouraged to think of others, for example, through fundraising activities such as sponsored skipping, bouncing or toddling. Children have very good opportunities to use their imagination in dressing up, den building, role play and art and craft activities. They particularly enjoy creating shapes, colours and exploring texture in shaving foam mixed with glitter powder and laugh with pleasure at the shapes they create on their hands and arms. Younger children in the setting benefit from the support and care that older children show towards them, who actively involve them in their play. Children help to cut up and distribute snacks and take an active part in clearing dishes away and tidying toys

at the end of sessions. Consistent routines like hand washing and disinfection of tables before snacks help prevent the spread of common illnesses.

Children go on outings, for example to the neighbouring park. This helps them become familiar with their local surroundings and encourages social skills. High expectations of manners and behaviour teach children how to behave well and they politely request to leave the table at the end of snack time, which is a social occasion. Celebrating a range of festivals encourages knowledge of other cultures. The staff also work in the adjacent early years setting during the day and are very well informed about children's starting points and offer appropriate support and challenge. Staff are beginning to compile a 'Learning Journey' record for each child, using observations to establish and track individual progress. This system is yet to be fully embedded to show progress towards the early learning goals over time and highlight next steps in learning. However, staff have a good grasp of each child's individual needs and abilities. As such, children make good progress overall.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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