

# Roseberry Kids Club

Inspection report for early years provision

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**Unique reference number** EY354454  
**Inspection date** 12/05/2009  
**Inspector** Kate Pringle

**Setting address** Roseberry Cp School, Roseberry Crescent, Great Ayton,  
Middlesborough, Cleveland, TS9 6EP  
**Telephone number** 07837 073970  
**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

Roseberry Kids Club has been registered since 1996 and operates from a mobile classroom in the grounds of Roseberry Community Primary School in Great Ayton. In 2007 the committee disbanded and the facility is now privately owned. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare register. There are 47 children under the age of eight years are on roll of which a maximum of 20 children may attend at any one time. The setting provides for children with learning difficulties and/or disabilities and also pupils for whom English is an additional language. Access is by steps to the front and rear of the building.

The club offers care for children from the school and also provides a delivery and collection service for children who attend a neighbouring school and a private nursery. Children from other local schools attend during holidays. The Kids Club is open each weekday from 07.45 until 08.45 and 15.00 until 18.00, during term-time, and from 08.00 until 18.00 daily during school holidays. The club operates from a large room which has its own toilets and wash facilities. There is a secure outside seating and play area and access to the large school field. The club employs seven members of staff. Most hold appropriated Early Years qualifications: the two managers hold NVQ3; other members of staff hold Cache Diploma 2 and NVQ2. Two members of staff are presently unqualified. The club is a member of Playgroup Network and Kids Club Network. They have completed the Kids Club Network quality assurance scheme - Aiming High.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The positive atmosphere promotes good relationships with parents who are supportive of the care that the club provides. Good opportunities exist to discuss the needs of children on a regular basis but appropriate planning, linking tasks to the needs of individual children, has not been fully addressed. As a result opportunities are lost to fully extend their capabilities. On the whole daily procedures are implemented appropriately to ensure the safety and security of children. However, some of these need to be managed more effectively by staff. Self-evaluation is at a very early stage of development and the consideration of how best to move the club forward are not yet addressed. The provision displays a satisfactory capacity to improve.

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

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

- improve the management of registration systems when children enter and leave the building
- develop learning opportunities linked to the needs of young children.
- identify the strengths and weaknesses of each aspect of the provision and

implement action plans for its continued improvement

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

The satisfactory leadership and management promote children's personal development well. The friendly and supportive environment enables children to develop friendships and social skills as they play together. Safeguarding and recruitment procedures are in place. Staff are suitably qualified and there is a common sense of purpose. Policies and procedures are appropriate and mostly work well on a daily basis to ensure the health and welfare of children. However, registration of children in and out of the setting is not as efficient as it could be. This makes keeping track of children more difficult for staff.

The evaluation of how well the setting promotes the needs of the Early Years Foundation Stage (EYFS) framework is at an early stage and managers are only now beginning to consider the strengths and areas to develop within the setting. As yet, learning and development for young children has not been fully addressed, and, as a result, the planning of activities does not fully meet the different ages and abilities of all children.

Staff demonstrate commitment to equality of opportunity and ensure that the provision is able to satisfactorily meet the needs of children who may have learning difficulties and/or disabilities or have English as an additional language. The team works well together and as a result the setting runs smoothly on a daily basis. Parents are supportive of the provision and speak of good relationships with the staff who they feel, take good care of their children. Typically they comment, 'he is very happy here and loves coming'. They greatly appreciate the warm and friendly atmosphere in which their children are happy and settled.

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

The setting provides a satisfactory range of activities, both indoors and outside, to help children make sound progress in their learning. Children arrive cheerfully quickly settling to their chosen activities. The inside environment is warm, welcoming and comfortable and children take the opportunity to sit cosily together on the big sofas to read books or to talk with friends. Access to the outside secure area and school field, also attracts and engages children's attention and they play together well. Children have lots of opportunity to engage in physical exercise to keep healthy. They play ball games, balance on the climbing frame and drive a range of small vehicles all within a secure area. Children choose from a varied range of good quality resources and this helps them to become increasingly independent. The atmosphere is friendly and children behave well. They share resources and take turns. Older children interact well with the younger ones helping them to learn and practice new skills.

A snack of fruit and jelly is served to the children on entry to the club. Attention is paid to hygienic practices for example, most children automatically wash their hands before eating their snack, without the need to be reminded. Children

confirm that they enjoy coming to the club and they are happy because of the friendships they make. Their personal needs are carefully supported within an environment which allows all children the freedom to relax after a day at school. Staff place an emphasis on developing social skills and constantly take the time to engage well with children. They discuss their day at school and join in with the activities the children have chosen. Presently, there are challenges for staff to fully engage with the requirements of the EYFS framework. Although staff encourage children to initiate their own activities, there is a focus on the collective learning needs of the whole group. This means there are lost opportunities to engage young children in experiences that are planned appropriately for their individual learning needs.

## 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?	2
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>	2
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?	2
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