

East Hunsbury Primary School Kids Club

Inspection report for early years provision

Unique reference number	220195
Inspection date	16/12/2009
Inspector	David Speakman
Setting address	East Hunsbury Primary School, Penvale Road, Northampton, Northamptonshire, NN4 0QW
Telephone number	07922 217002
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

East Hunsbury Primary School Kids Club opened in 1994. It operates from two joined mobile classrooms within the grounds of East Hunsbury Primary School. The club has access to the school grounds and adjacent play areas. They are able to use the school's small hall, when available, to support physical activity. The accommodation is fully accessible to adults and children with disabilities. The Kids Club serves the children attending the primary school. It is registered to care for 46 children from three years to under 11 at any one time. There are currently 65 children on roll. Children attend a variety of sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Staff are able to support children who have special educational needs and/or disabilities and those who speak English as an additional language. The group opens five days a week term time only. The breakfast club session is from 07:45am until 08:45am, the after school session is from 3:30pm until 6:00pm. Four permanent staff work with the children, two of whom have playwork qualifications at Level 3 and two at Level 2. The setting receives support from a local authority development worker to support the setting's Early Years Foundation Stage provision and has close links with the school and adjacent Disability Special Needs Unit to support their work with children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at East Hunsbury Kids Club is good and meets the needs of the early years children well. Children make effective progress because staff organise a good range of opportunities for children to learn and in addition, they are given good opportunities to choose and initiate their own learning activities. Children are kept safe due to all welfare requirements being met. Children from all backgrounds and abilities are included successfully into sessions because leadership places equality of opportunity and inclusive practice high on its provision agenda. Its capacity to improve further is good.

What steps need to be taken to improve provision further?

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

- ensure that all staff develop the learning opportunities that children initiate in a structured way in order to maximise learning and to ensure that children at all levels achieve their full potential
- put into action the staff training plans to address identified areas for developing knowledge and expertise, particularly in relation to upgrading playworkers' qualifications, proving current Child Protection training for the assistant manager and furthering the managers expertise in supporting children with special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

Good leadership and management means children's welfare is met effectively. Safeguarding of children is good because effective policies are in place and are put into effective action. Staff are vigilant and are always with the children in the rooms, when outside and accompany groups from the school at the beginning of each session. Children are only handed over to a known carer at the time of collection. All the necessary checks are carried out and the setting's manager maintains a list of the members of staff with their Criminal Records Bureau check number and the date when it was received.

A good partnership is in place with parents. Those spoken to at the time of the inspection said that they were happy with the provision at the club. Parents complete an annual questionnaire, the results of which indicate that there is a high level of parental satisfaction.

Self-evaluation is good and management staff are clear about ways to improve the provision. The management has taken effective action to meet the recommendations made at the time of the previous inspection. At present the club is looking at ways in which it can develop staff expertise and widen their knowledge in order to meet the specific and diverse needs of some children. Current identified areas for staff development include upgrading the playworkers qualifications, updating the assistant manager's Child Protection training and developing the manager's knowledge and understanding of supporting children with specific learning difficulties, especially communication skills. Staff are aware that children may come from backgrounds where English is not the main language, although there are none attending at present. To support this displays include words in many different languages.

Children achieve well because staff effectively develop basic skills. For example, children have the opportunity do their homework at the club. There are many occasions when children can engage in role play, promoted by staff members, and so they practise and develop their speaking and listening skills well. Staff are aware of the different areas in which children develop and learn and effectively facilitate learning and development in all areas of learning. However, there are occasions when there is more opportunity for staff to guide children's further learning in a more structured way, based on actions initiated by children. In this way they could ensure that all children develop to their full potential.

All children have equal opportunities to learn because staff work diligently to provide resources and support all children in circumstances which might make learning more difficult. Children with additional needs are supported thoughtfully because parents' information and staff assessments are used methodically to ensure that learning opportunities are matched well to individual needs. Staff assess all children's needs carefully. For example, there are many examples where displays are based on visual representations of words and so children with communication difficulties are helped to understand better.

The quality and standards of the early years provision and outcomes for children

Children in the Early Years Foundation Stage progress well due to good levels of staff support. Their creative and social skills improve effectively. For example, children use different 'props' to take on different roles, making up and developing story lines of their own plays. This effectively develops their confidence, imagination and language skills. Mathematical skills are developed well through informal opportunities to count and work with shapes.

A good range of resources allows children to develop their knowledge and understanding of the world productively. For example, children learn about different festivals and languages. Learning opportunities are closely linked to the school's Early Years Foundation Stage curriculum, and topics such as 'Teddy Bears' or links with the school's India Week extend their knowledge and understanding, including their multicultural awareness. Physical skills are developed well through many opportunities to work with two and three-dimensional construction toys. Physical development is supported by many opportunities to use the trim trail, adventure playground or play games outside or indoors as the weather dictates. Added to the healthy snacks that are provided at the sessions, children develop a good awareness of how to maintain a healthy lifestyle.

Children behave well and cooperate effectively due to the good relationships between staff and children and, children themselves. They are fully occupied and are interested in all that is going on around them. They fully agree that they enjoy coming to the club and some would stay even longer if they were allowed. The way in which they engage enthusiastically in activities and the results of the parent questionnaires support this view.

Children make a positive contribution to community and to their own learning. They develop their independence well due to the fact that resources are organised effectively and children are encouraged to exercise their own choices of learning opportunities. Older children look after younger ones thoughtfully. The children are happy at the club and say they feel safe. They are polite and courteous to each other and to adults. Children are kept safe effectively due to the watchful and diligent care of adults. Children's welfare needs are met effectively. Occasional accidents are handled carefully because members of staff have up to date first aid qualifications and accident records are kept carefully. Risk assessments are carried out and recorded so that ways to minimise risks are carefully thought out. Fire drills are completed regularly. Children wash their hands before they eat; staff expect this and routines are well established. As a result of their well developed social and basic skills they are effectively prepared for the next stage of education.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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