

KidsOut at Summercroft

Inspection report for early years provision

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Inspector Andrew Clark

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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

KidsOut at Summercroft opened in 2003 and is privately owned. It operates from a separate building in the grounds of Summercroft Primary School in Bishop's Stortford. It is fully accessible. The club supports children with special educational needs and or/disabilities. It also supports children for whom English is an additional language.

A maximum of 24 children aged from four to eight years may attend in any one session. Older children may also attend. There are currently 150 children on roll, of which 51 are under eight years. Of these, 14 children are in the Early Years Foundation Stage, of which none are in receipt of funding for nursery education.

The sessions run from 7.30am to 9.00am and 3.00pm to 6.00pm five days a week, term time only. The club also operates in the school holidays. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff. The manager and two other staff hold a level 3 qualification. Over half of all staff hold at least a level 2 qualification. The club is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all abilities, including those with special educational needs and/or disabilities, make good progress. This is an inclusive club and staff support children with English as an additional language well. The manager creates a positive atmosphere and all staff share a sense of purpose. This ensures a good capacity for continuous development.

What steps need to be taken to improve provision further?

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

- build on the good links with the host school to ensure all opportunities are taken to promote all aspects of children's learning
- provide more opportunities for children to develop their mathematical and problem-solving skills.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding and to ensure all staff are suitable to work with children are good. There are robust systems in place to evaluate risks and keep the premises safe. There are good procedures for the safe administration of

medication and recording accidents and injuries. Staff regularly update and improve their training for keeping children safe and healthy and have established an effective safeguarding policy.

The staff team shares the manager's enthusiasm and commitment to change and improvement, and have put in place a good self-evaluation process. They hold good levels of professional qualifications and are committed to further development. They have a good knowledge of the needs of children in the Early Years Foundation Stage and plan their work accordingly. The effective use of self-evaluation has led to good improvements in the development of planning procedures and use of the premises and contributes to the drive and ambition of the staff team. They have clear and well established roles and responsibilities, and this contributes to the smooth running of the club. Several staff are experienced and trained well in supporting children with special educational needs and/or disabilities.

The manager makes good use of partnerships with other providers to ensure a high level of quality practice and provision. The good relationship with the host school has contributed, for example, to improvements to the premises. However, some chances are missed to share information and ideas more closely and promote the highest standards of learning and well-being. There are good links with other professionals to support vulnerable children and those with English as an additional language and ensuring all children have equality of opportunity.

The club has an excellent relationship with parents as it engages them very effectively in many ways. They provide excellent information on children's progress and development. Parents feel staff are very approachable and appreciate the care they show their children. They are fully involved in decision making through questionnaires and regular meetings. 'The club provides a safe, relaxed and stimulating environment' is typical of parents' views.

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

Children are happy and well motivated at the out of school setting. Staff quickly establish good relationships, which are built on a sense of fun and involvement. This helps children quickly settle and become very confident and sociable. The well established roles of key workers helps children develop very strong links with adults and extend their social skills further. Children are engaged in all aspects of routines and planning for future events. As a result, the club makes an outstanding contribution to children's positive development.

The progress children make is regularly observed and the outcomes are used to plan the next steps in their learning. Many of the resources are used well and planned to promote inquisitiveness and observation. These skills prepare children well for their future learning. The staff encourage children to tidy up carefully and play and work with consideration for others. Children feel safe and they behave very well. They learn how to show care and consideration for others through their

role-play and other activities.

The development of healthy lifestyles is good. The staff offer a good range of healthy snacks and the children are active and understand the benefits of good levels of fitness and a positive outlook. The large and secure outdoor space is used well to develop learning in all areas, especially children's physical development and role play. Staff make sure food meets children's dietary and medical needs well. Snack times are social occasions where good hygiene is emphasised.

There is a wide range of resources and activities to promote children's early literacy skills. However, the promotion of children's mathematical and problem-solving skills is less well established. Well-planned role play and visits, such as to the school and local shops, help children develop a good understanding of the life of others and the world of work, and the children have a good understanding of cultural diversity. The good quality of staff's questions helps children deepen their learning and stimulates their curiosity.

The children make good use of computers and audio and listening equipment in their learning. The home corner helps them recognise the value of modern technology in their everyday lives. There are good resources to promote positive images of different cultures available and children celebrate different religious and cultural festivals, especially through cooking and baking activities. There are attractive quiet areas for children to sit and relax.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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