

Kids United

Inspection report for early years provision

Unique reference number	EY271055
Inspection date	18/11/2010
Inspector	Sarah Drake

Setting address	Sacred Heart RC Primary, Springfield Road, Wigan, Lancashire, WN6 7RH
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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).

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

Kids United Out of School Club is privately owned. It opened in 2003 and is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club operates from the infant hall of Sacred Heart RC Primary School which is situated in the Springfield area, close to the town centre of Wigan. Children share access to the outside play areas of the school, including the dedicated area for children in the Early Years Foundation Stage. The club serves the children of the school with before and after school care and extends its services to the local community during school holidays. It opens every weekday all year round except during the Christmas holidays. In term time it operates from 7.30am to 9am and from 3.20pm to 6pm. In school holidays, it operates from 8am to 6pm.

A maximum of 40 children may attend the club at any one time of whom none may be under three years of age. There are currently 196 children on roll. Of these 98 are under eight years and of these 18 are in the Early Years Foundation Stage. The club currently supports children with special educational needs and/or disabilities.

The club employs four members of staff who work directly with children. All hold relevant childcare and development qualifications: one at level 4, two at level 3 and one at level 2. In 2009, the club achieved re-accreditation for the Wigan Quality Standard for Out of School clubs.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time at the club where staff organise many interesting things for them to do and develop very positive relationships with them. All outcomes are outstanding, largely because of the excellent way in which staff use their detailed knowledge of individuals to ensure that all are fully included in the fun. The leader has very high expectations for the quality of provision, and instils in her staff enthusiasm and determination to effect any necessary change. Resources are well deployed overall. There is outstanding capacity for the club to continually improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing how to maximise the deployment of staff and resources at all times to further enhance opportunities for children to engage in enjoyable and challenging learning and development experiences.

The effectiveness of leadership and management of the early years provision

Staff implement the club's policies and procedures relating to safeguarding in a highly vigilant manner. Daily checks of the accommodation ensure its safety, with more detailed risk assessments being reviewed regularly and carried out prior to any visits off site. Staff meticulously complete incident and accident records. Rigorous recruitment procedures ensure all staff are suitable to work with children. Staff are well qualified and, as part of the leader's drive for improvement and her ambitious determination for high quality provision, they have excellent access to further training. Regular staff and management meetings, policy reviews, individual appraisals and the seeking of children's views underpin the club's strong self-evaluation process and inform its development planning. Staff are clear about their roles and responsibilities and they carry out their tasks well, placing the children's happiness and welfare at the centre of all they do. Occasionally, staff allow children too much time between activities and these periods are less purposeful.

Outstanding partnerships with parents, carers and a wide range of outside agencies greatly enhance the provision for the children. For example, close liaison with the school leads to a consistent approach to supporting each individual and excellent sharing of information about their skills' development. Parents and carers are sensitively involved at every point. Detailed discussions when each child joins the club between their key worker and parent or carer ensure full awareness of children's likes, dislikes and any specific needs. Staff put all such information to highly effective use in order to ensure full inclusion, support and equality of opportunity for all. The leader and other staff are tireless in their determination to engage as many members of the community as possible. This ranges from the vet to residents of a local care home, who all contribute to extending children's enjoyment and awareness of their locality and the wider world.

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

Children clearly feel very much at home in the club. They enter with a smile, happily greet each other and staff, and settle swiftly. Staff make it very clear to children that it is 'their' club and their views are taken into very good account at all times and influence the activities on offer. Consequently, resources do not always cater for a sufficiently wide range of different areas of learning, particularly in the morning. During the holidays, children enjoy a great variety of activities, with a weekly 'outing' to farms or parks as well as themed days or weeks. After school, children also have plenty of opportunities to develop skills ranging from bicycle riding to den building, and from baking to increasing their understanding of how to adopt healthy and safe lifestyles. Recently, children have set up a camping area complete with torches, tents and walkie-talkies and experienced a keep fit day led by staff from a local gym. They build on staff member's interest, such as L S Lowry to develop children's creative skills and cultural awareness.

All staff record detailed observations of individuals and use these well to identify

the next steps that they need to take in their learning. Staff are skilled at engaging children in conversation and playing alongside them to extend their learning and enjoyment. Staff are also sensitive to individuals' moods. They recognise for example, when children need time to rest, or need support to remember the club rule of being kind and looking after each other. Adults provide children with very good levels of care. Occasionally, they clear away resources rather than involve children in play. Weekly selections of the picture of the week or the milk monitor, build children's self-esteem and help them to feel valued club members. Even the youngest children fully understand the importance of washing their hands or the reasons that fruit is healthier to eat regularly than cakes. Children discuss the symbolism of different animals and make lanterns to celebrate Chinese New Year. They admire the Ghanaian traditional dress worn by one staff member and sponsor a child in Uganda. They and their parents and carers are generous fund-raisers. Older and younger children form good relationships with one another and make an excellent contribution to the community. Their adaptability to different situations and zest for involvement in activities prepare them well for later life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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