

Elmwood Kids Club

Inspection report for early years provision

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Inspector Sheila O'Keeffe

Setting address Elmwood Primary School, Elm Street, Middleton,
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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

Elmwood Kids Club is privately owned and managed. It was registered in 1999 and operates from within Elm Wood Primary school in Middleton, Rochdale. The children all attend the host school and have access to the school hall, two classrooms, kitchenette and associated facilities. There is a secure, fully enclosed playground for children's outdoor play. A maximum of 32 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight to 11 years of age. The setting operates before and after school, Monday to Friday during term time only from 8am to 9am and from 3.15pm to 6pm.

There are currently 43 children on roll. Of these 21 are under eight years and of these, seven are within the early years age range. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in early years and two hold a relevant qualification at level 2. The setting receives support from the host school and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Elmwood Kids Club provides a fun, welcoming and caring environment. Consequently, children enjoy their learning activities alongside their friends. Their welfare needs are appropriately met and they make satisfactory progress in their learning and development, although planning for children's next steps in learning are not consistently identified. Staff have established appropriate links with parents and carers and their partnership with the host school is still developing. The manager and staff ensure all children are appropriately included by catering for their individual needs. The capacity for continuous improvement is satisfactory, because staff are at the early stages of identifying the club's strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment system to support staff in assessing the progress which children are making towards the early learning goals and to plan next steps to meet their development and learning needs
- enhance systems further to maintain a regular two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning
- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for

- children
- develop children's ability to recognise the importance of consistent hygiene practices, for example, routine hand-washing in order to minimise cross infection.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Staff are vigilant and sound arrangements are followed for children's registration upon arrival and safe collection by parents and carers. Clear systems are in place to ensure all staff are suitable, qualified and have relevant experience to care for children. Regular risk assessments and ongoing checks ensure the premises are clean and safe. Satisfactory procedures are in place to promote equality and celebrate diversity and staff provide a caring environment that enables children to feel safe, included and share equal opportunities. As a result, children are friendly, well behaved and have a good relationship each other and with the staff.

Staff's knowledge of the Early Years Foundation Stage is at an early stage of development, although a good emphasis is placed on developing children's physical, social and creative skills. However, the observation and assessment system used to support staff in assessing children's progress towards the early learning goals and to plan their next steps in learning are at an early stage of development. This potentially limit's the settings ability to ensure each child's needs are being fully met. In order to address children's specific individual needs, the manager has started to make links with the school nursery to gain more knowledge of good practice. An appropriate communication system with parents, carers and the host school ensures that any concerns regarding children's welfare are shared in order to promote their well-being. However, whilst staff recognise the importance of partnerships, links are less well developed with the school to ensure complementary activities can be planned for continuity in children's learning and progress.

The manager and her staff are committed to improving the setting. Recommendations from the previous inspection have been appropriately addressed. However, discussions about self-evaluation and subsequent plans for further development are still in their infancy. As a result, these systems do not effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children.

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

Children are happy, confident and well-settled in the setting. Upon arrival children receive a warm welcome. A suitable range of age-appropriate activities and resources are made available to children and they quickly and enthusiastically

become involved in an activity of their choice. They are able to relax and chat with their friends whilst enjoying a healthy snack. Good relationships are formed as older children mix and play well with younger ones, who are considerate and helpful towards them. This adds to their sense of belonging and security. Children move freely to access their chosen activities, for example, some children immediately begin playing in the home role play area or engage in a fun game of 'Twister'. Their understanding of healthy lifestyles is suitably promoted through planned activities and discussion. However, children's ability to recognise the importance of consistent hygiene practices, such as routine hand-washing before snack time in order to minimise cross infection is limited. Children have a healthy but limited choice of options for snack time. Children enjoy regular access in the outside play area and participate in ball skill activities and experiment with other small sports equipment, such as hula hoops. Children enjoy the opportunity to rest and relax in the designated quiet areas and have access to computers to develop their information and communication technology skills. They solve problems as they take part in art activities, put games together and play with construction materials. They enjoy free access to an appropriate range of mark-making materials and enjoy drawing and painting pictures. New children settle well and quickly become engrossed in playing with a garage before joining other children in playing group games. Children gain a good awareness of our multicultural society through exploring books, toys and topics that reflect different cultures.

The activities provide opportunities for most areas of learning with a sound emphasis on social, physical and creative development through play. Children receive good support from staff, who respond to their needs and encourage them to explore and be independent. They learn about the importance of acceptable behaviour in the club. Good behaviour is promoted well, enabling all children to work collaboratively. Staff gather basic information from parents and children in order to provide suitable sessions. This helps them to develop the necessary personal and social skills to support their future economic well-being.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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