

# Community Kids Pre-School and After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY236403
<b>Inspection date</b>	26/05/2011
<b>Inspector</b>	Michelle Tuck

<b>Setting address</b>	Higher Backway, Bruton, Somerset, BA10 0DP
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<b>Type of setting</b>	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

Community Kids Pre-School and After School Club registered in 2003. It operates from a purpose-built building, situated next to Bruton Primary School, in Somerset. Children have use of a main playroom, kitchen and toilet facilities. There is an enclosed area available for outdoor play at the side of the premises. This community run club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 26 children aged from two to under eight years at any one time. There are currently 33 children on roll. Children aged three and four years are funded for free early education. The club is open on Monday from 9am to 1pm, and Tuesday to Friday from 9am to 3pm, term time only. After school care is also provided from 3.30 pm to 5.30 pm. The club operate under a board of trustees and a committee. There are six members of staff who each hold early years qualifications to at least level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well overall as staff value all children. They provide an inclusive service, recognising each child as an individual. Relationships are established that help children feel a sense of security and trust, enabling them to develop a sense of belonging within the club. Children play and learn in the child friendly environment with good access to toys and resources. Self-evaluation is beginning to develop to help ensure that plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with the child and who has parental responsibility for the child is obtained from parents in advance of a child being admitted to the provision (Safeguarding and promoting children's welfare) 10/06/2011

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

- further develop systems of self-evaluation to enable better identification of areas for improvement and to enhance outcomes for children

- encourage parents to share what they know about their child to enable staff to assess children's starting points and inform initial and ongoing assessments and planning
- extend relationships with other settings where children attend to regularly share relevant information about children's learning and development to ensure continuity and coherence.

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

Staff's understanding of safeguarding children is clearly understood, with all procedures and contact details in place. All staff have appropriate clearances; visitor procedures are in place; and any person not suitably vetted is never left unsupervised with the children. Parents provide most of the necessary information to enable the staff to meet their child's individual needs, however the club does not know who has legal contact with the child, or who has parental responsibility for that child. This is a breach of welfare requirements that could impact on children's future security. All required policies and procedures are in place, reviewed regularly and shared with parents. To keep children safe, risk assessments are followed and staff complete ongoing visual checks throughout the day.

Children play in a warm and welcoming environment. They are developing a sense of belonging, as they and their families are valued and respected, and the uniqueness of each child is recognised. Staff value the children as individuals and promote equality and diversity in a positive way through the provision of activities that are relevant to the children attending. Children make good use of a range of well presented play resources that provide opportunities for all children to learn through their play. Staff are aware of their individual roles and responsibilities and deploy themselves effectively to ensure children receive good levels of individual care and attention.

The staff evaluate the activities they offer the children and plan for children's individual interests and needs. However, staff do not fully evaluate the whole provision to identify areas for development effectively. Future plans are not currently well targeted to bring about improvements to the provision and enhance outcomes for children. Further training through the local authority is ongoing in order to raise standards to support children's welfare and learning. Staff appraisals help ensure that the needs of the pre-school and staff's training needs are met. Parents express confidence in staff, with comments such as 'my child is very happy here', and 'she settled so quickly'. Parents feel well informed about practice as they have access to a noticeboard and receive information about from a variety of sources, such as newsletters and daily verbal exchanges. The club works with other professionals to support individual children and has very good partnerships with the adjacent school. Relationships are developing with some other settings implementing the Early Years Foundation Stage framework where children attend. However, staff do not regularly share relevant information regarding individual children's learning and development to ensure continuity and coherence.

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

Staff demonstrate a clear understanding of improving outcomes for children to help them make good progress in their learning, as they plan for children's individual needs. The children's key persons know their children well, and plan in advance to accommodate children's interests. There are good systems in place for observation and assessment that form the basis for identifying children's next steps. This information ensures children are provided with activities and opportunities that will enable them to successfully move their learning forward. However, although the staff chat to parents before their child starts at the club, they do not encourage parents to share specific information to gain a good understanding of children's starting points. Once children have settled at the club, staff are proactive in providing parents with opportunities to be involved in all aspects of their child's development through regular verbal discussions, opportunities to be on the parent rota, and to come into the club to share their skills or interests with the children.

Children are lively and excited by the resources on offer, as they initiate their own learning and select what they wish to play with. Most children sit attentively when required, such as at circle time. They are sociable and chatty with each other at mealtimes, and show consideration as they wait for the door to be opened for outside. Children's independence is encouraged as they help themselves to drinking water when they wish, and use the bathroom independently, following good hygiene practices. Children have opportunities to make marks as they use pens, paper, to draw themselves and their families for their scrap books. Children's enjoyment of books is fostered as they choose from a wide range of books and sit in the quiet area to look at them. Staff help develop children's language skills as they ask open-ended questions to help them develop their vocabulary and thought processes. For example, when asked to draw a picture of themselves, children are given mirrors to see their faces. The member of staff asks them questions, such as what do they think their eye lashes do; or what their eyebrows are called. Staff are attentive in promoting children's problem solving, and learning about numbers and size are featured in everyday events.

Children's creative development is well promoted. Displays demonstrate children have access to a variety of materials with which to paint, glue and stick, enabling them to explore their imagination and creativity. Children generally have access to a computer and have opportunities to use everyday technology in their play. Children play with malleable materials, puzzles and use tools such as shape cutters with the dough to promote control and coordination. A further range of equipment outdoors allows them to ride and climb to develop their physical skills. Most children learn to keep themselves safe and recognise the consequences of their actions. Children find out about the natural world as they have the opportunity to grow plants and vegetables in the garden. They also learn about themselves as they discuss the weather, deciding whether it is cold enough to need coats on outdoors. Staff are knowledgeable about the early learning goals and steps towards them, demonstrating that they have a clear understanding that children

learn through play, and of the importance in providing a positive environment to help children progress.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	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