

# Community Kidz Club

Inspection report for early years provision

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**Unique reference number**

EY430296

**Inspection date**

12/12/2011

**Inspector**

Julie Larner

**Setting address**

Ouston Junior School, Arisaig, Ouston, CHESTER LE  
STREET, County Durham, DH2 1RQ

**Telephone number**

07846253349

**Email**

**Type of setting**

Childcare - Non-Domestic

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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

Community Kidz Club opened in 2011 and is run by a private individual. It operates from a room in Ouston Junior School and has access to an enclosed outdoor play area and the school hall. It is situated in the Ouston area of Durham and collects children from the school in which it is based, Ouston Infant School and St Bennett's School in the surrounding area.

The club is open Monday to Friday from 7am to 9am and 3.30pm to 6pm during term time and 7am to 6pm during the school holidays. They are registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for for a maximum of 30 children at any one time aged from three to five years. There are currently 47 children on roll, six of whom are in the early years age range. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs three members of staff and uses additional staff on an as and when needed basis. All staff hold an early years qualification of level 2 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for by experienced practitioners who safeguard their welfare effectively and place a high emphasis on building very positive relationships with the children in their care. The setting supports some aspects of the children's learning well, and overall they show some understanding of the learning and development requirements, although planned activities to help children make progress are sometimes lacking. Self-evaluation is in its infancy but there is a sufficient understanding of the strengths of the group and the areas they want to improve. The setting promotes equality and diversity very well and follows an adequate policy in this area to promote inclusion. The setting have developed positive relationships with parents and with the school in which they are based. This ensures they share information with some schools who provide the Early Years Foundation Stage and are beginning to consider how to develop close links with others.

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

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

- ensure there is a balance of adult-led and freely chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation).

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

- develop the risk assessment to ensure that it covers anything with which a child may come into contact
- ensure an effective key person system is successfully implemented to meet the needs of each child, respond sensitively to their feelings, ideas and behaviour, and to talk to parents
- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review.

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

The setting follows a satisfactory safeguarding policy. They use consistent procedures and policies to ensure that children remain safe in their time at the setting. A basic risk assessment is in place to ensure that the areas which children use remain safe and secure. However, the risk assessment does not cover all of the things that children may come into contact with on a daily basis. On some occasions visual checks by the staff are not securely sufficient to ensure that all risks have been sufficiently minimised. The staff team show a good understanding of child protection issues. They are confident about their roles, responsibilities and what they would do if they had any concerns about a child in their care. This results in children being sufficiently safeguarded in this respect. The staff team deploy themselves well to provide children with support and guidance. Equipment is organised sufficiently in the setting to ensure that children's independence is promoted.

The group know of their strengths and the areas they want to improve further, such as developing effective links with other schools that some children attend. They are beginning to develop action plans to make improvements for the future, although this was not available to explore in more detail during the inspection. The manager shows a commitment to improve the staff's knowledge and understanding through further training, particularly in relation to the learning and development requirements of the Early Years Foundation Stage which will benefit the outcomes for children. Equality and diversity are promoted well in the setting through following written policies, providing accessible resources and planning activities. The setting has developed positive partnerships with parents. They are warmly welcomed into the group and provided with policies and procedures that inform them of how the setting operates. Additionally, the children have developed a newsletter that they are responsible for editing, which is freely available for the parents. The manager has developed strong links with the school in which the setting is based to share information about children's welfare, and her plans for the future are to extend these partnerships to other schools that the children attend.

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

Children remain happy, settled and confident in the setting. They freely move around the areas making choices about what they want to do. The staff have highly positive relationships with the children in their care. They provide them with warm greetings when they arrive from school and take a genuine interest in the things that are important to them through engaging them in conversations. Children confidently approach the staff for support and reassurance and relish them being involved in their play, such as playing board games with them. The staff deploy themselves successfully in the setting to make sure that children are well supervised and effectively supported. The whole of the session is focused on free-play activities. This results in children being able to make choices and decisions about what they want to do, and consequently they choose to get out toys and equipment that interest them. The setting has attempted to plan for children's play to ensure that they are receiving a broad and balanced range of activities that will challenge them and help them make progress in all areas of their development. However, a successful system for this has not yet been developed, and consequently a balance of planned activities that will help children make progress is sometimes lacking. This is a breach of the welfare requirements. The staff team have started to collect some of the children's work to begin to develop observations about what children can do, but this is in its infancy.

Children are interested in the toys and equipment that are on offer. They quickly settle down to play with the friends they have made in the group. Some members of the staff team provide an exceptionally good role model for the children. They have an in-depth knowledge of the written behaviour policy and help children to sort out their differences by getting them to think about their actions. Consequently, children behave well in the group. Although a key person system is in place to ensure that requirements are met, this is not fully effective as some staff members are not fully aware of this. The staff promote equality and diversity very well in the setting. Children feel comfortable playing with all of the toys on offer as boys push around the prams and play with dolls. The manager invites visitors from different faiths into the setting during the holiday period. This allows children worthwhile opportunities to explore different cultures and festivals, while also developing a curiosity to find out more through asking questions. Children learn about safety in the group through sensitive reminders where the staff encourage them to reflect on the effect of their actions. Additionally, regular fire drills are practised to ensure the children are clear about what they should do in the event of an emergency. Children benefit from mainly healthy foods and drinks in the setting, although water is not always promoted to encourage children to choose healthy options. They enjoy foods that meet their preferences as the staff ask them which sandwich filling they would like and provide chopped carrots, bananas and pears at snack time. Consistent routines encourage children to take care of their personal hygiene as they are reminded to wash their hands before snack time.

## 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>	3
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>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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	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