

Longdale Kids Club

Inspection report for early years provision

Unique reference number EY347919
Inspection date 01/02/2012
Inspector Sharon Dickinson

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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

Longdale Kids Club was registered in 2007 and is one of a number of facilities owned by Childcare (East Midlands) Ltd. It operates from two rooms in Abbey Gates Primary School, Ravenshead, Nottingham. The club is open each weekday from 7.30am to 8.50am and 3.30pm to 6pm, term time only and only serves children from Abbey Gates Primary School. All children share access to an enclosed, outdoor play area within the school grounds.

The club is registered to care for a maximum of 32 children under eight years old. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 62 children on roll, of whom 15 are in the early years age group. There are partnership arrangements in place with the school and local children's centre that is affiliated to the nursery chain. The club is operated by staff employed by the children's centre and is overseen by an area manager.

There are six members of staff who work directly with the children, including two coordinators, employed to oversee the day to day running of the club. Of these, five hold National Vocational Qualifications at level 3. The club is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from consistent care in a welcoming and inclusive environment. Staff have a sound knowledge of the Early Years Foundation Stage but lack skills and confidence in challenging and extending children's learning and development. Overall, a sufficient range of activities and experiences are provided. The club has a generally positive relationship with parents and relevant information is shared. Although self-evaluation is undertaken this is largely done by senior management and is not effectively extended to other levels, therefore capacity to improve is satisfactory. Risk assessments are completed, but hazards to children are not adequately minimised.

What steps need to be taken to improve provision further?

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

- make the premises safe and secure, particularly in relation to security of the entrance and storage of cleaning materials (Safeguarding and promoting children's welfare) 15/02/2012
- ensure records of the information used to assess staff 15/02/2012

suitability, including unique reference numbers of CRB Disclosures obtained and the date on which they were obtained, are available on the premises unless formally agreed with Ofsted to keep them at an off-site location. (Suitable people)

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

- ensure all adults working with children have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedures appropriately
- develop further systems to ensure the provision complements the education and care children receive in other settings by sharing relevant information with school and parents
- develop further staff's skills to support and extend children's thinking and help them make connections in their learning
- lead and encourage a culture of reflective practice and self-evaluation to identify the club's strengths and priorities for development that will improve the quality of provision for all children; ensure this vision is shared by all adults working within the club.

The effectiveness of leadership and management of the early years provision

Staff are appropriately qualified and adequately deployed to provide sufficient levels of support for the children attending. Staff build firm relationships with the children, enabling them to settle happily into the session. Children say that they enjoy attending the club and taking part in the variety of activities provided. There are appropriate recruitment procedures in place, however, records to demonstrate suitability of staff were not available for inspection, which is a requirement. Bi-annual appraisals are conducted and staff training needs are identified, which supports professional development. A rolling in-house training programme provides staff with core skills, such as first aid. Overall, staff have an understanding of their responsibility to protect children and know how to implement the local safeguarding procedures. However, not all staff have a secure awareness of the types and indicators of abuse, which potentially compromises children's welfare. Risk assessments are completed for the premises, however, the entrance to the club is not secure and cleaning materials are not adequately stored out of children's reach. This poses a risk to children's safety and security.

Systems are in place for the maintenance of records, which support the care and welfare of children. For example children's attendance is accurately recorded and details of accidents are effectively shared with parents. Policies and procedures are general and refer to all the childcare settings managed by the organisation. This means that although they are comprehensive and include all required information they are not personal to this facility. Self-evaluation takes place and is largely undertaken by senior management and is not effectively disseminated to all adults working in the club. Consequently, in the absence of senior leaders, staff are

unable to clearly demonstrate the club's strengths and priorities for improvement and the impact this has on outcomes for children. Most recommendations have been met since the last inspection.

Relationships with parents are generally positive, as noted in the warm words of appreciation of the parents and carers spoken to during the inspection. Useful information is exchanged at the start of a placement to ensure staff are aware of parental wishes and children's individual needs. Through discussion staff keep parents well informed about their child's day and achievements. Partnerships in the wider context are satisfactory. Staff are open to communication with other people involved with the children but are not proactive in seeking and sharing relevant information to support continuity and progression. Effective systems are in place to promote equality and diversity. All children are fully integrated within the provision.

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

The welcoming environment is generally well organised to provide areas for active play and relaxation. Children's art work is prominently displayed, helping to promote a sense of belonging. Staff use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. However, children are not suitably challenged because staff do not fully and consistently engage with them to extend their thinking and help them make connections in their learning. For example, staff serve food and pour drinks for children which does not encourage social interaction, self help and independence skills at mealtimes. Emphasis is placed on children's free choice of activities, although this is restricted on occasion due to limitations of staffing ratios. For example, all children were expected to play outside together to get some fresh air regardless of what activity they were immersed in. Children confidently express their preferences for activities and resources, which staff promptly accommodate. Key workers routinely observe and assess children's learning to monitor their progress towards the early learning goals. They generally use information obtained from observations to plan for children's next steps and overall children make sound progress in their learning.

Children have frequent opportunities for mark making through craft activities and malleable play. A range of mark making media is readily available in a storage trolley for children to access as they choose. Children play cooperatively and enjoy group games, including Hide and Seek or card games, such as Old Maid. Their imagination is supported through role play and a range of small world toys. A wide range of construction toys promotes problem solving and design skills. The children's knowledge and understanding of the world is increasing as they access some resources that reflect positive images of diversity. Children have regular opportunities to access technology, including games consoles and the computer.

Children know and comply with safety, health and care routines. They know boundary restrictions when playing outdoors and that it is important to wash their hands before meals. Effective hygiene routines help prevent the spread of

infection. For example, adults wear disposable aprons and gloves to serve food. Children are developing positive attitudes to healthy eating as they are provided with a varied and nutritious diet. Daily opportunities are provided for outdoor play and the access to the school hall provides ample space for large physical activities. Children enjoy a range of sports such as football, cricket and tennis. Large motor skills are promoted as children partake in a parachute activity where they enjoy running underneath and balancing balls on the top of the parachute. Staff promote positive behaviour using effective strategies. 'Promises' are displayed at child height clearly reminding them of expectations for behaviour within the club. Children's confidence and self-esteem are fostered because staff frequently praise them and are sensitive to their individual personalities. Consequently, children behave well.

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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 15/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 15/02/2012