

St. Andrews Kids Club 2

Inspection report for early years provision

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23/05/2012

Inspector

Frank Kelly

Setting address

St. Andrews C of E Infant School, Woodlea Road, Leyland,
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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

St Andrews Kids Club 2 was registered in 2003 and is one of two settings operated by a committee. The setting operates from two classrooms and the school hall in St Andrews C of E Infant School, which is situated in Leyland in Lancashire. There is an outdoor play area for the children to use. The setting operates Monday to Friday from 3.15pm to 6pm, during term times only. There is an exception to this for one week during the summer holiday period when the holiday play scheme, which operates from the committee's other club, relocates to this premises.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 32 children under eight years at any one time. All of these, may be in the early years age range but none under the age of three years old. There are currently 29 children on roll and of these, 13 are in the early years age range.

The setting employs six staff members to work with the children. Of these, five hold early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a great sense of fun at this setting, which the children find infectious. A relaxed and well-planned activity programme, along with developing systems for regular assessment, promotes the children's learning and development well. The policies and procedures are implemented effectively by staff to promote the children's safety. Regulatory documentation is well maintained and used to engage parents, so that children's unique needs are known and met. Formal self-evaluation is developing and the engagement of other services and providers is one of the ways management is securing improvement for the future.

What steps need to be taken to improve provision further?

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

- refine the planning and assessment systems, so they continue to review progress regularly and develop how parents may contribute to this
- develop further the systems for self-evaluation to support continuous improvement, for example, by using the Ofsted self-evaluation form as the basis of ongoing internal review. Develop how the views of parents, children and other parties can contribute to it on a regular basis.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because recruitment procedures are robust and follow the recommended guidance. This includes full vetting procedures. The key staff responsible for the coordination of the safeguarding procedures have completed relevant training. A robust induction procedure and regular review of policies means that all staff have a confident command of the steps to take for the identification and reporting of child protection concerns. Risk assessment has been undertaken and is complemented by daily checks of the premises and equipment. Staff follow policies for promoting the children's safety well. They work harmoniously as they interact with each other to ensure that children are supervised and cared for fully at all times. Fire detection and electrical equipment is serviced and checked by the school. Evacuation drills are undertaken each term to help children gain an awareness of what to do in cases of emergency.

The senior management have an effective training programme, which ensures that staff keep up-to-date with essential training, such as, first aid. The contents of the first aid kit are checked regularly. Support staff are employed to undertake administrative duties, such as the booking of sessions and taking of fees. This allows the manager to concentrate on the support of the staff and quality of the care for children.

There is a good range of equipment, which is well maintained and staff adopt simple but effective ways to engage the children and allow them greater choice. For example, storage facilities means that a lot of the equipment cannot be made instantly accessible. However, staff have taken photographs of the equipment, so that children can browse and indicate what they wish to play with. This is also an effective tool to promote inclusive practice. It provides a medium with which to engage children with non-verbal communication or who are learning English as an additional language. In addition, the close partnership with the school means that the setting's resources are enhanced by the agreement that some school resources can be used. Thus, children have regular access to electronic media, such as computers and a range of sporting equipment, books and other toys. Resources are varied and reflective of the diversity of today's society and wider world, promoting an inclusive and welcoming environment. Staff include a range of activities that provide opportunities for children to talk about and explore the beliefs of their own and other people's cultures. For instance, the celebrations linked to Chinese New Year.

Formal self-evaluation is still in the early stages but managers have identified well-chosen areas for future improvement to support outcomes for children, such as the refining of the assessment and planning for children's learning. The setting has strengthened its partnership working with the school, demonstrating a commitment to improving the provision. They continue to build on ways they self-evaluate through the engagement of parents via questionnaires and seeking support from the local authority. Children are consulted about what activities they like and are invited to choose what equipment should be obtained from voucher schemes operated by large retail companies.

Parents are engaged well, with all regulatory documentation up-to-date and in place for each child. Information about the registration is prominently displayed and photographs of the staff provide parents with a visual reminder about who each member is and their role.

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

Children are lively and animated in this setting. They greet staff with genuine enthusiasm and engage them in discussion about their pictures of superheroes. They proudly show their 'crown's' and decorate triangular shapes to make bunting for the 'Jubilee' party. Children demonstrate a sense of feeling safe as they confidently express their needs and wishes. For example, asking for the 'army vehicles' and help with standing the cricket stumps up. Staff are skilful in helping children to develop persistence and a 'can do' attitude. For instance, younger children carry out the cricket set but inform the staff that they cannot put it together. Staff encourage the children to try, by suggesting they empty out the pieces to see if they can find any that fit together. This relaxed but positive approach results in the children managing to connect several pieces together independently before calling for adult support.

The children are particularly lively and the enabling environment actively encourages them to be physical and test their skills. They run around passing a ball back and forth or skip with a rope. Photographs and planning show that children participate in lots of physical activity, including playing hockey, running on the track and joining in a sack race. In addition, staff recognise that the children are still young and enjoy the thrill of chasing bubbles around the playground. Children seek rest in the shade of trees and make dens under the camouflage net. They are well behaved as the staff foster the children's early citizenship by encouraging them to be respectful of each other and share resources. Good hygiene habits are encouraged and projects about healthy eating run alongside those implemented by the school. These help to foster children's good health. Also access to snacks, such as satsumas and tomatoes, reinforces this further. Children are aware of their physical needs as they seek drinks to refresh themselves. Also staff encourage younger children to remove their jumpers when playing in the sun. They remind them they may get hot.

Staff have a very good understanding of how play supports children's learning and development. They balance the requirement to observe and assess children, while maintaining a relaxed and informal play environment, in which children enjoy their free time after a long day in school. Some records of progress are maintained and demonstrate children's participation in a range of activities that span the six areas of learning. The use of assessment is currently limited, so children's progress towards the early learning goals is not maximised. However, children are engaged in activities of their choice but with sufficient variety and challenge to consolidate and extend their learning. For example, staff engage children in the role play area, which is a cafe. Children write for a purpose as they take orders, operate the till

and count as part of their play. These types of activities, help to promote the children's development of their skills for future learning and 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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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