

Kidco (Coventry)

Clifford Bridge Primary School, Coombe Park Road, COVENTRY, CV3 2PD

Inspection date

16/05/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children form trusting relationships with staff and other children. They are confident, articulate individuals who relate very well to visitors.
- Most staff employed to work with the children hold a childcare qualification. They have good knowledge and understanding of child development and how young children learn, enabling them to make good progress.
- Partnerships with parents are well established. Staff regularly talk with parents sharing information about what activities their children have participated in and friends they have played with. Therefore, parents are fully informed about the time their children spend in the club.
- Management and staff work well together as a team. They all contribute towards the clubs self-evaluation, clearly identifying where they need to improve. Thus, improving outcomes for children and their families.

It is not yet outstanding because

- There is scope to improve opportunities for children to develop their skills in becoming independent by; preparing and serving their own food.
- Words that represent children's home language are not displayed within their play rooms, therefore, not all parents and children are consistently shown that they are fully valued and included.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at a selection of policies and procedures and children's records.
- The inspector conducted a joint observation with the clubs manager.
- The inspector spoke with the staff, children and their parents at appropriate times throughout the day.
- The inspector observed activities in one of the play rooms.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Kidco (Coventry) Limited is privately owned and opened in 2012. It operates from Clifford Bridge Primary School in Binley, Coventry. The club is based in the nursery class and the wraparound care room. All facilities are on ground level. There is a large enclosed outdoor play area. Kidco serves the children attending the primary school. The club support children who have English as an additional language.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates term time only before school from 7.45am, a lunch time club, an afternoon wrap-around session and after school care until 5.45pm. There are currently 51 children on roll, eight of whom are in the early years of age group. Kidco employs five staff, most of whom hold appropriate early years qualifications at level 3 and above. It receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make full use of opportunities to show that all children and their families feel valued and included, for example, by displaying words from different home languages and invite parents and other adults to contribute

- extend opportunities for children to develop their skills in becoming fully independent, by encouraging them to prepare and serve their own snacks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are fully secure in their understanding of the Statutory Framework for the Early Years Foundation Stage. They are aware of how young children learn and plan a balance of adult-led and child-initiated activities. Staff are aware of the children's individual interests and they provide opportunities to support these interests. For example, they provide children with activities, such as writing and drawing on chalk boards and white boards. They also provide creative activities for children to design costumes and dress paper doll figures. Each child is assigned a key person who initially builds relationships with the child and their parents and is responsible for monitoring the children's progress. This includes making regular observations of the children's learning, assessing their stage of development and identifying their next steps in their learning journey. Children's next

steps effectively inform future planning, ensuring activities are relevant to their individual learning. Information is shared with parents to enable them to support their children's learning at home. As a result, children are making good progress across all of the seven areas of their learning.

Space and resources are well organised encouraging children to make choices about what they would do whilst at the club. They select resources for themselves and often lead their own learning. For example a small group of children make gladiators and warriors from paper and act out a battle. They fly their figures through the air discussing who the leader is and how if they complete this level they can move onto the next level.

Children who attend have some experiences to become independent. For example, at snack times they choose what they would like to drink and pour it from jugs for themselves. However, children's skills in becoming independent are not always fully maximised. For example, their snacks are prepared for them and put onto their plates in front of them. Consequently, this hinders children from developing stronger self-help skills.

Children are developing strong skills in communicating with adults and other children. For example, they confidently chat to the inspector, articulately sharing why they like coming to the club and their favourite activities. During activities children are keen to chat with staff about their families and experiences from home. For example, conversations include visiting their grandparents in Spain during the school holidays. Children with English as an additional language are encouraged to use their first language in their play and learning. Therefore, language diversity is beginning to be embraced. However, the staff do not display words around the children's play rooms in languages other than English and therefore full use is not made of all opportunities to show that all parents and children are fully valued.

Staff support the children in being creative and expressing themselves. They sit with them as they cut out figures of dolls that they then dress in a range of costumes they have designed. For example, they dress the doll figures as mermaids, princesses and cowboys. The staff enhance the children's learning by asking them questions that make them think. For example they ask them if they know 'where mermaids live?' and 'where might the dolly go dressed in a ball gown'? Children are praised by the staff for their efforts, for example, they comment 'I love your mermaid'. Therefore, they are growing in their own self-esteem and are confident in their environment. Children's physical development is positively promoted through a range of experiences they access in the outdoor area. For example, they have opportunities to run around the school fields, spin hula hoops around their waists and participate in a game of football. Therefore, children are gaining a range of physical skills that help to prepare them in readiness for school.

The contribution of the early years provision to the well-being of children

The staff are friendly and the environment is warm and welcoming to children, their parents and visitors. Displays include children's art work and information about the club, which helps keep the parents informed. Each day, staff talk with parents, finding out about their children's general well-being as they arrive. As they depart staff talk to them

about their time spent in the club. For example, they share news about who the children have played with and their achievements, including any rewards they have received, such as, stickers. Therefore, this promotes consistency in the care of the children. Children's behaviour is good. This is achieved in part because staff regularly remind them about how to behave. They also make sure children are aware of the consequences of their actions. For example, they explain why they should not run around the tables. Therefore, children are learning the difference between right and wrong and how to keep themselves and others safe.

During the settling-in procedures staff ensure they spend time with parents getting to know the children and their families. They obtain relevant information about parents' wishes, children's preferences and their routines from home. Children in the early years age group have a communication book which is shared between parents, staff and other providers. Consequently, information is securely shared and the children's needs and parents' wishes can be continually met. Younger children are supported by their key person to become familiar with their new surroundings and the routines. Consequently, they settle in quickly and enjoy their time in the club.

Effective transitional arrangements fully support the children as they move onto school. For example, through spending time in the club the young children form relationships with older children who already attend the school they are most likely to attend. They also use the school field and other facilities, thus becoming aware of the school surroundings. With parental consent, staff share their knowledge and records of the children's overall development and care needs. This practice successfully promotes consistency for the children.

Children's good health is thoroughly supported. They are effectively supervised at all times and accidents involving children are infrequent. Children learn good personal hygiene through consistent routines. Staff monitor the children to ensure they wash their hands after visiting the bathroom and explain the importance of this to those who try to skip hand washing. For example, if children complete the task of going to the toilet and washing their hands too quickly, staff encourage them to go back to prevent the spread of infection. Children are encouraged to regularly exercise their bodies by spending time outdoors. Food that is provided is enjoyed by the children and is nutritionally valuable. For example, they readily tuck into bagels and cream cheese, scrambled egg on toast and yoghurt and raisins. Consequently, children are learning how to lead a healthy lifestyle.

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

There is good capacity for improvement as the management team are committed to ensuring the club provides high quality childcare. They regularly monitor all aspects of the provision and accurately identify the strengths within the club and areas for improvement. For example, they identify that they would like to offer a bigger range of healthy foods and snacks to children attending the after school facility. To achieve this they have devised a questionnaire for parents and children to share their views. Consequently, this ensures parents are involved and their children's preferences can be included. The secure

monitoring of the educational programmes ensures the staff team are confident in delivering a broad range of experiences that help children make good progress.

Recruitment and selection is effective. Staff are recruited through interview and references are obtained. This ensures employees are of good character and suitable for the position. Staff understand the need for confidentiality and are discouraged from discussing any matters connected to the club on social networking sites. All staff fully understand their responsibilities with regard to safeguarding requirements. They attend training to keep their knowledge up-to-date. Information on the Local Safeguarding Children Board procedures is easily accessible and the written safeguarding policy contains all of the required information. This policy and a range of other policies and information for parents are easily accessible. All adults working directly with the children complete appropriate checks, they are never left alone with children if checks are incomplete. Checks are also completed for adults who regularly work on the premises, for example, the caretaker. A record of all staff's individual Disclosure and Barring Service Check is maintained. Designated staff have responsibility for checking the environment on a daily basis prior to the arrival of the children to make sure all areas they use are safe. In addition, children's safety is assured as records of children's attendance are effectively maintained showing all children present at any one time. Therefore, children are fully safeguarded.

Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals and other providers where children attend more than one setting. Good arrangements are in place to share information with parents about the children's overall care and stage of development. Regular communication through a variety of methods helps them support their children's learning at home, for example, communication books and daily verbal chats at the start and end of the day. Therefore, children are provided with a consistent approach towards their care and learning.

Partnerships with parents are strong. Parents are keen to share their views with the inspector about many aspects of the service. They share that their children are 'always happy to attend'. That 'they cry if they have to leave in the evening when they are involved in a game with their friends'. They especially appreciate that 'staff are very friendly and caring and very forthcoming with information relating to their children'. Parents also appreciate the flexibility of the service which meets their needs if they have to work later than expected.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY456020
Local authority	Coventry
Inspection number	894252
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	51
Name of provider	Kidco (Coventry) Limited
Date of previous inspection	not applicable
Telephone number	02476451720

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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