

Community Kidz Club

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

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| Inspection date | 08/07/2013 |
| Previous inspection date | 12/12/2011 |

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|--|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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 develop warm relationships with staff. They are happy to be picked up from school and enjoy the range of activities presented to them when they arrive at the club.
- Partnerships with local schools are well established. Children make good progress as activities and opportunities offered at the club complement their learning in school.
- Children develop a good understanding of the importance of physical exercise and a healthy diet as they are encouraged to access the outdoor area and are provided with a range of healthy foods and snacks.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.

It is not yet outstanding because

- There is scope to improve labelling of some resources in the indoor environment to fully support children to make independent choices and broaden their awareness of toys and equipment available.
- Opportunities for children to develop early reading skills are not fully developed. This is because staff do not make such good use of non-fiction books where children can find out information.

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 accompanied staff when children were collected from Ouston Infant School.
- The inspector observed children's activities in the main club room and the outdoor environment.
- The inspector held a meeting with the manager and discussed a sample of policies and procedures.

Inspector

Nicola Jones

Full Report

Information about the setting

Community Kidz Club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a room in Ouston Junior School in the Ouston area of Durham. Children attend from the host school, Ouston Infant School and St Bennett's School. It is managed by a private provider. Children have access to an enclosed outdoor play area and the school hall.

The club employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The out of school club opens Monday to Friday, all year round. Sessions are from 7am until 9am and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently three children attending, who are in the early years age group.

What the setting needs to do to improve further

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

- ensure toys and equipment in storage units are clearly labelled to provide further opportunities for children to make independent choices and broaden their awareness of resource availability
- enhance opportunities for children to develop their early reading skills by providing a wider selection of non-fiction books in the book area.

Inspection judgements

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

Staff have a good understanding of how children learn and use the Statutory framework for the Early Years Foundation Stage well to support their practice. Children have access to a large, bright and spacious room with a wide range of stimulating toys and equipment, covering all areas of learning. They enjoy choosing from the selection available and are motivated and excited to learn. Children have access to a wide range of story books. They enjoy looking at them and sit on comfortable sofas in the reading area. However, there is scope to enhance children's reading skills even further by extending the range of non-fiction books available to browse and find information from.

Staff plan a range of activities on a weekly basis. There is a balance of adult-led and child-initiated experiences available and staff ensure children have access to both the indoor

and outside environments each day. Individual interests and requests for specific resources are followed up and as a result, children make good progress and thoroughly enjoy the time they spend at the club. Staff support children's learning well. They sit alongside them on the floor and show an interest in what they are doing, extending their communication and thinking skills well. For example, children enjoy sharing their knowledge of soldiers with staff, explaining their actions as they move them across a wooden board. Children develop self-confidence when staff recognise their achievements and praise their efforts. They note effort, such as how the child concentrates and shows perseverance, when challenges occur.

Children develop effective communication skills as they sit alongside older children and staff. They talk about the pictures they have drawn and describe the colours they are using. Staff extend children's communication skills further when they are collected at the end of the day and walk to the junior school where the club is located. They talk about their home and school experiences, laughing and smiling as they remember events that have happened. Children are provided with a broad range of experiences in the club to develop their physical skills. In the indoor environment, they enjoy cutting using scissors, use pens and pencils to develop early writing skills and manipulate small parts on toy vehicles, such as trucks. In the outdoor environment, children practise moving in different directions, make circular movements using ribbon sticks and enjoy throwing, catching and kicking balls.

Staff assess children's learning on a regular basis. Each child has an individual folder containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies next steps in learning. Tracking documentation is in place and staff complete written summaries of learning on a regular basis. This ensures staff have a good knowledge of children's individual strengths and weaknesses and know where to provide additional support if required. Good partnerships are in place with local schools that children attend and information is shared to ensure learning in the club complements children's learning at school. For example, regular information is shared regarding children's learning and development and this is used to inform individual planning for each child. This ensures that continuity is maintained and children's learning and development and welfare needs are addressed well. Parents are encouraged to access their child's folder and welcome opportunities to discuss their progress with staff and share examples of children's learning at home. For example, when children bring in projects they have been working on at home, staff provide time and additional resources to develop this further.

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

Children are happy to be collected from their infant school. They are provided with fluorescent arm bands and walk safely with staff to the junior school. Children demonstrate a good awareness of safety when they cross the road. They walk at all times, keep on the pavement and remain vigilant for any traffic. This is because staff provide very good role models and give frequent reminders to 'concentrate' and 'listen'. Staff support the move from one school to another very well. Regular dialogue is maintained between staff and school teachers to ensure information regarding children's learning,

development and welfare is shared and all children have their belongings with them. This information is effectively shared with parents when they collect their children. As a result, continuity is provided and children's all-round development is well supported.

The manager and staff team provide a warm, stimulating and welcoming environment. An effective key person system is in place. This ensures children form good attachments and enjoy relationships that are close and supportive and where their needs are well met. Children are happy to attend and enjoy socialising with the older children. They sit alongside them during snack time and join them when they play with the toys and equipment. Children play co-operatively, take turns and share resources equally between the group. This supports their social and emotional development well. Children's behaviour is good. This is because staff provide clear and consistent rules and boundaries, so that children can play feeling safe and secure. Minor disagreements are handled sensitively. Staff talk to children about incidents when they occur and allow them to talk about and share their thoughts and feelings. The rationale of boundaries and expectations is shared with parents and school teachers. This helps to maintain a joint approach.

Children are encouraged to be independent in the club. For example, they fasten their own clothing and pour themselves a drink when they are hot. They wash their own hands prior to eating and attend to their own personal needs, such as using the toilet. Skills are further developed when children select from the wide range of resources available in open containers in the indoor environment. However, some storage units and drawers are not labelled, therefore, children cannot always see what is available to play with. This means that they are not always able to make independent choices.

Staff provide time and space for children to enjoy energetic play on a daily basis. They have access to the school playing field where they enjoy a wide range of physical activities. Staff are vigilant during hot weather and meet children's physical needs well. For example, they are provided with sun cream and reminded to sit in the shade when they become hot. Children develop a good understanding of maintaining a healthy lifestyle. This is because they are provided with fresh drinking water throughout the session and enjoy a wide range of healthy foods at snack time.

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

The manager has good knowledge of the Statutory framework for the Early Years Foundation Stage and supports her team of qualified staff well. She works alongside them in the room, gaining first-hand knowledge of what is working well and identifies areas for improvement. The manager maintains a good overview of the curriculum to ensure children are provided with experiences and opportunities, which help them to make progress towards the early learning goals. Planning and assessment is given high priority. All documentation is consistent, precise and displays an accurate understanding of children's skills, abilities and progress. Information from teaching staff at Ouston Infant School enhances this further.

Children are safeguarded well as the manager has effective policies and procedures in

place to meet the safeguarding and welfare requirements of the framework. All staff are aware of procedures to follow should they have any concerns about a child and know who to contact in the absence of the manager. Children are supervised at all times. Staff accompany them if they need to return to the school building to collect items they have left in their classrooms. This effectively addresses the action previously set by Ofsted to ensure children's safety and meet their individual needs. Effective induction, appraisal and supervision arrangements are in place to ensure all staff understand their roles and responsibilities. Staff training needs are identified through this process. As a result, the interests of children are promoted as staff are provided with support, coaching and training. Children in the early years age group are looked after and collected by staff, who have paediatric first aid qualifications. Robust recruitment procedures are in place to ensure all staff working with children are suitable to do so.

There are clear systems in place for self-evaluation and the manager is motivated to seek further improvement. Areas for further development are identified and take into account the views of staff, parents and children. For example, recent comments on parent questionnaires have resulted in staff offering a wider selection of healthy foods at snack time. Children's views are sought on a regular basis through meetings and ongoing conversations. Following a recent consultation with children, there are plans to widen children's knowledge of the wider world and introduce some simple Portuguese words into their vocabulary.

The manager has a good knowledge and understanding of partnerships with parents. Relationships are well established and parents feel safe in the knowledge that their children are well looked after and thoroughly enjoy their time at the out of school club. Parents spoken to on the day inspection describe the service provided as 'excellent' and highly praise the 'trustworthy' staff. Partnerships with local schools are equally well embedded and make a strong contribution to meeting individual children's needs and supporting their all-round development.

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

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| Unique reference number | EY430296 |
| Local authority | Durham |
| Inspection number | 875942 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 17 |
| Total number of places | 32 |
| Number of children on roll | 3 |
| Name of provider | Sheena Patton |
| Date of previous inspection | 12/12/2011 |
| Telephone number | 07846253349 |

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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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