

# Kids Kabin (Brookhouse)

Brook House Junior School, School Road, Beighton, Sheffield, S20 1EG

<b>Inspection date</b>	12/02/2014
Previous inspection date	09/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 make good progress in their learning because staff plan and provide a wide range of interesting and stimulating activities which children enjoy.
- Children feel safe and secure and are happy in the warm and welcoming setting. They have formed friendly and supportive relationships and attachments with their peers and with staff caring for them.
- Partnerships with parents are very well-established. This ensures children's welfare needs are securely met.
- Effective and robust staff recruitment procedures are in place. This ensures children are cared for by suitable, qualified and enthusiastic staff.

### It is not yet outstanding because

- Partnerships with schools are not fully robust. Key workers do not regularly meet with teachers to discuss or gather information about children's next steps to enable them to effectively plan activities, in order to fully compliment and support their learning.

## 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 observed children engaging in a range of activities.
- The inspector talked to children and staff throughout the inspection.
- The inspector examined children's development records and observation, planning and assessment procedures.
- The inspector looked at a range of documentation, including risk assessments, policies, procedures and staff records.

## Inspector

Karen Byfleet

## Full report

### Information about the setting

Kids Kabin (Brookhouse) was registered in 2008. It is one of six out of school settings run by the same partnership. It operates from Brookhouse junior school in a suburb of Sheffield and serves children attending the infant and junior school. The setting is registered with Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The setting is open from 8am to 9am and 3pm to 6pm, Monday to Friday, during term time. There are currently 99 children on roll and of these eight are in the early years age group.

The setting has access to the dining hall, main hall and a secure outdoor play area within the school. There are four staff employed at the setting, all of whom have relevant qualifications at level 3 or above. The setting 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:

- strengthen partnership working through more robust communication links with schools that children attend, so that activities further support and complement what they are learning in school.

## Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They use their skills imaginatively in meeting the learning and development requirements as an out of school provision and as a result, children are making good progress. Systems of observation for children in the early years age group have been implemented. However, although key persons liaise with the schools, they do not effectively communicate their observations with the teachers to ensure identified next steps and children's learning is fully supported and consolidated within their setting. Information around children's learning and development is effectively shared with parents and parents are encouraged to add their own comments to contribute to the records.

A very warm and welcoming environment is presented to children. They enter with enthusiasm and look forward to what the setting has on offer. Children have positive relationships with their peers and the adults caring for them, as they chat and communicate well with each other. A wide range of toys and resources, that children are able to easily access, are consistently available.

The quality of teaching is good. Staff know when to involve themselves in children's play and when to step back, so children can develop their own ideas. They ask appropriate questions to prompt children's thinking and encourage them to try new things. Regular rotation of resources maintains children's interests and they routinely enjoy creative and imaginative play. For example, they clearly enjoy small world play as they use their imagination when playing with the dolls house. Children enjoy physical games, such as indoor football. This activity helps children to enhance their physical, personal, social and emotional development, as they cooperate and recognise each other's skills. Children confidently and eagerly express what they like about their club and the activities they participate in. For example, they enjoy being able to choose what they want to do. They enjoy making things and especially enjoy being outdoors.

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

Children are happy and settled in the club. They are polite and clearly enjoy the company of their peers. They have strong bonds and attachments with staff that care for them and are confident to approach all staff to ask for what they want. Staff engage well with children by joining in with their play where children want it and by offering lots of praise and encouragement, which helps to further promote their good behaviour. Children know the routines of the provision well. On arrival they hang up their coats and bags and follow the established routines. They are independent in their self-care as they follow good hygiene procedures for hand washing before eating and after using the toilet with no prompting from staff. Children's art and craft work is attractively displayed, providing children with a strong sense of belonging and achievement.

Children are effectively supported to adopt healthy lifestyles. They enjoy spending time in the fresh air and actively engage in physical activities. They make healthy food choices as they eat fresh fruit and sandwiches at snack time. Children develop their responsibility for keeping themselves safe as they follow the rules and practise the emergency evacuation drill regularly.

The club has sole use of the school dining hall along with use of the school playground. The indoor premises are secure and the environment is well-organised with dedicated areas for different activities. For example, children use separate areas for quiet activities, craft and imaginative activities. Staff meet daily with the teachers of the school when they collect children from school and they exchange relevant information about children's welfare. This enables children to make a smooth move between school and after school care. Partnerships with the schools, parents and other professionals ensure total inclusion for all children. The very good partnerships staff have developed with parents are effective in enabling them to share information about children's welfare.

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

Staff have a good understanding of safeguarding and of their responsibilities in this area. A detailed and comprehensive written policy is in place and the procedures are clearly understood by all staff and volunteers. The policy is shared with parents to ensure they are aware of the setting's responsibilities. Staff have attended safeguarding training and have a clear understanding of the procedures to be followed in the event of any concerns regarding child protection. The recruitment of staff is rigorous. Enhanced suitability checks for all staff are undertaken along with references and health checks. This ensures children continue to be cared for by suitable staff.

Staff have implemented systems of observation and assessment for children in the early years age group to actively monitor their progress over time. However, there is scope to further develop the partnerships with schools to enable them to be more secure in how they support children's learning and development within their setting, to ensure consistency in children's learning and development. The manager works directly with children so she is able to observe staff and monitor their performance. Regular supervision and an appraisal system are in place and staff attend regular training to up-date their skills and knowledge.

Self-evaluation of the setting enables management and staff to identify and address any areas for improvement. Regular team meetings for staff within the setting and also for managers of all settings registered with the same provider, enable group discussions where skills and knowledge are shared. Staff are well-deployed and good staff to child ratios means that children are very well supervised. The indoor premises are safe and secure and there is a very effective system in place for monitoring visitors and for handing over children to their parents or carers at collection times. Risk assessments are in place and cover all areas of the provision and are regularly reviewed. All visitors are required to show identification and to sign in and out. Staff speak with parents on a daily basis when they collect their children, passing on any information from school and informing them of what children have enjoyed doing. Confidentiality is well-maintained with documentation stored securely and a separate area for private conversations with parents is available if required.

### 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY382736
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	878870
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Kids Kabin Partnership
<b>Date of previous inspection</b>	09/03/2009
<b>Telephone number</b>	07815 805009

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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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