

Kids Kabin (Brunswick)

Brunswick School (School Hall), Station Road, Woodhouse, Sheffield, South Yorkshire, S13 7RB

Inspection date	11/06/2014
Previous inspection date	05/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff know all the children well and have a good knowledge and understanding of their capabilities and individual needs. They use effective teaching to fully support and complement children's learning within the club.
- Children are independent and they are able to make individual choices. This enables them to follow their own interests and ideas.
- Children are happy and settled in the warm and welcoming setting. They form friendly and supportive relationships and attachments with their peers and with the staff caring for them.
- Children's safety is well promoted at all times as staff undertake effective risk assessments that ensure the premises and resources are safe for children to access and use.
- Staff have a good knowledge and understanding of safeguarding and as a result, they know what to do to protect children if they have any concerns about their welfare.

It is not yet outstanding because

- Staff do not evaluate the impact on children of the changes they make to improve the overall quality of the provision. This means that they cannot be sure that their actions have been effective.

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 looked at children's records and the observation, planning and assessment procedures.
- The inspector looked at a range of documentation, including the safeguarding policy, risk assessments and staff records.

Inspector

Karen Byfleet

Full report

Information about the setting

Kids Kabin (Brunswick) was registered in 2001 on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from within Brunswick School, which is located in a residential area of Sheffield. The setting provides a breakfast club, which is open from 8am to 9am and after school provision from 3pm to 6pm Monday to Friday during term time only. There are currently children 60 on roll and of these, four are in the early years age group. The setting have use of the dining hall, the main school hall and outdoor play areas within the school grounds. There are a total of seven staff who between them cover both the morning and afternoon sessions. Three staff hold a level 3 childcare qualification and four staff hold a level 2 childcare qualification.

What the setting needs to do to improve further

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

- build further on the arrangements for self-evaluation, so that the impact of any action taken to improve is evaluated, in order to more precisely target future changes

Inspection judgements

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage. All children in the early years age group have a designated key person who undertakes observations of their progress across the seven areas of learning. The key persons liaise with teachers within the school, exchanging information with regard to children's well-being and their learning needs. This means that their next steps are clearly identified and staff at the club are well placed to fully support and consolidate children's learning. Children enjoy their time at the club and are suitably rested and well prepared for school the next day.

Children eagerly engage in a broad range of activities that are fully supported by staff who know how to engage them and maintain their concentration. The well-resourced learning environment, together with staff's secure knowledge of children's needs, help to ensure that there are many opportunities for children to learn and develop. For example, when children seek support to identify and name letters of the alphabet, staff use the alphabet stencils to encourage them to identify and name the letters and sing an alphabet song that they have recently learned. Staff ask age-appropriate questions, which help to prompt children's thinking and encourage them to try new things. Children are fully included in the ownership of their club. They are consulted about their ideas and suggestions for activities, which staff then incorporate into their planning of activities.

Children routinely enjoy creative and imaginative play, which helps them to develop their communication, language and literacy skills and supports their creative thinking. For example, they become engrossed in making their individual Father's Day cards, using a range of craft materials. They enjoy imaginative play as they role play with a good range of dressing-up clothes and small world play. Children have regular daily access to the school playground and hall for physical activities. They are confident to speak with visitors and express what they like about their club and the activities they enjoy.

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

Children are happy and settled in the club. They enter with enthusiasm, confidently approach staff and become engaged in the activities that have been set out for their arrival. Children are very well behaved and the older children are very good at supporting the younger ones. All children play cooperatively together, sharing resources in craft activities and taking turns in games. Children know and follow routines well. For example, they know to hang up their belongings on arrival and to follow hygiene routines after using the bathroom and before eating.

Staff support children in developing healthy lifestyles. For example, by ensuring children have regular opportunities for outdoor play, engaging in physical activities and by providing them with healthy foods at snack times. Children choose and make their own sandwich from a choice of fillings, they enjoy fresh fruit on a daily basis and are able to independently help themselves to drinks of fresh water throughout the session. Children develop a sense of how to stay safe as they follow the club rules and boundaries with regard to not running around indoors and by practising the emergency evacuation drill on a regular basis.

Children make a smooth move between school and the after school club. Staff exchange information daily with teachers as they collect children, ensuring they are aware of any issues that need to be discussed with parents.

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

The recruitment of staff is robust as enhanced checks and references are undertaken, making sure children are cared for by suitable people. All staff have attended relevant training in safeguarding and have a good understanding of their responsibilities in this area. They also have a good understanding of the procedure to follow in the event of any concerns regarding child protection. A detailed policy and procedure file is available for staff and parents to refer to at all times. Regular monitoring and appraisals of staff practice and performance are undertaken by the owners. This means that any further training issues are effectively identified and addressed to ensure children continue to be cared for by suitable staff. The club have use of the dining hall, main hall and the enclosed playground, during their sessions. All areas of the environment are secure and the use of a door bell alerts staff to parents arrival once the school has closed. This ensures children's safety as no one can enter the building without staff knowledge. Children's

health and well-being are assured as any accidents are dealt with appropriately by staff who hold relevant first-aid certificates. All accidents are well recorded and parents are informed at collection times.

The owners, co-ordinator and staff fully understand their responsibilities to implement the requirements of the Early Years Foundation Stage. Staff effectively monitor children's development and share information regularly with parents and teaching staff in the foundation units of the school to ensure children's development needs are effectively met. Self-evaluation is undertaken, in order to identify areas for improvement. These are addressed through action plans but there are no arrangements in place, to evaluate the impact on children that any action they take has. This means that staff do not always have a clear picture of how successful their actions are. Staff meetings are used to share good practice across the clubs to ensure continuity for the organisation. Recommendations from previous inspections have been well addressed. Information for parents, such as the registration certificate, is now readily available for them to see during the opening times of the club. An effective key person system is in place for all early years children. Also the implementation of written records of all emergency evacuation drills show that all children, including those who only attend the breakfast club, regularly practise this. Staff are well deployed and good staff-to-child ratios means that children are well supervised. The indoor premises are safe and secure with an effective system in place for handing over children to parents and/or carers at collection times. Risk assessments are undertaken and cover all areas of the club. All visitors are required to show identification and to sign in and out of the provision.

The good partnerships staff have developed with parents are effective in enabling them to share information about children's well-being. They use questionnaires to gather the views and ideas of parents about how the club can be improved for their children. Staff speak with parents on a daily basis when they collect their children, passing on any information from school and informing them of what the children have enjoyed doing at the club. The high-quality relationships with the school means that staff work in partnership to provide enjoyable and beneficial experiences for children.

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

Unique reference number	501026
Local authority	Sheffield
Inspection number	877169
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	60
Name of provider	Kids Kabin Partnership
Date of previous inspection	05/05/2009
Telephone number	07815 805009 07887 704694

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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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