

Kids United

Woodfield Community Primary School, Wigan Lane, WIGAN, Lancashire, WN1 2NT

Inspection date	07/11/2014
Previous inspection date	19/10/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Managers and staff are highly reflective, which helps them to make continued and sustained improvements to further enhance the experiences for children, staff and parents.
- Staff have an unwavering commitment to providing children with fun, exciting and stimulating opportunities at the club that reflect their interests extremely well. Staff fosters a child-led approach to all aspects of what they do. This approach empowers children to make choices, to be responsible and to express their ideas.
- Staff give safeguarding their utmost priority to protect children in their care. They have excellent knowledge of child protection issues and are highly vigilant when it comes to monitoring children's safety and well-being, which means children are extremely safe and secure.
- Partnerships with parents and teachers are excellent and relationships are well-established, which provides continuity of care and learning for children.
- The well-embedded key-person system helps children to form secure emotional attachments with staff who skilfully support them in all that they do.
- Children make excellent progress in their development because staff expertly plan and provide a range of interesting activities that complement the learning that takes place at school.

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 took account of the views of parents, as recorded in written questionnaires and parents spoken to on the day.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation, including the safeguarding procedures and self-evaluation.
- The inspector observed activities throughout the club in both indoor and outdoor spaces, and discussed these with the staff and manager.
- The inspector observed activities throughout the club and spoke to staff and children at appropriate times throughout the day.
- The inspector carried out a joint observation with the manager.

Inspector

Helen Gaze

Full report

Information about the setting

Kids United was registered in 2008 and is privately. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Club serves the host school. It operates from two designated classroom areas and the school hall within Woodfield Community primary school, in the Standish area of Wigan. Children have access to the school playground for outside play. The club is open Monday to Friday, from 7.30am to 8.45am and 3.30pm to 6pm, during term time and provides care in the school holidays from 8.30am to 5.30pm. There are currently 28 children, aged from three years to 11 years, on roll. There are a total of four members of staff, all of whom hold appropriate qualifications. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- Continue to build on links within the community to further support children's growing interest in the wider world.

Inspection judgements

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

Staff have an unwavering commitment to providing children with a fun, exciting and stimulating opportunities at the club. They do this by valuing children and listening to their ideas and opinions. For example, staff have adopted a child-focused approach to organising and planning how to run the club. Children draw maps to plan the layout of the hall and highlight areas for different activities, including a quiet space to relax and areas to play with their favourite toys, which staff provide. As a result, children show eagerness to become involved in activities as soon as they arrive. This demonstrates how well staff reflect upon the ideas and opinions of children, which mean their individual needs and interest, are exceptionally well met. Staff take the time to talk to children and their families to enhance their experiences further. For instance, they work closely with families to find out about children before they start, which helps them to meet children's individual needs further. Staff have direct partnerships with the school and have well-established relationships with the teachers. Their excellent systems for collecting information about children's current targets for development help them to focus and extend children's skills at the club. Staff empowers children to organise the routine to further support their enjoyment, which children have designed to make everyone happy. For example, children organise their play, snack and rest times.

The range of resources is excellent, which motivate and enthuse children. They are actively involved and fully engaged at all times because the environment meets their

needs and interests really well. Children play easily together during their games and become engrossed in activities the moment they arrive. They dress up and imaginatively act out their experiences as they create their own stories to support their play. Staff provide extensive resources to support them in their games, which children readily use. For example, younger children play with dolls and dress them in various clothes, which ultimately helps to develop their self-help and independence skills. Children enjoy playing with beads and peg boards to create different patterns, designs and pictures, which develops their problem solving abilities and creativity skills. Staff use different play opportunities to work with younger children and expertly focus on the goals set by the teacher to help children develop even further. They truly complement the learning that takes place in school by providing opportunities for children to practice different skills during play, specifically in relation to their communication and language development. For example, staff work with children to create different designs on the peg boards and help them to listen to the ideas of others. They do this by modelling for children and encouraging them to take on board what others say. This helps children to make excellent progress in their development, and prepares them enormously well for the next stage in their learning. Children plan weekly fun nights and recently chose to watch a movie and make hot chocolate. Children show excitement as they prepare the room ready to watch their chosen movie on the big screen. Children relate the experience to the times they have visited the cinema and staff show interest in their experiences.

Older children construct with the various size blocks and create models together. For example, children create a rocket and show pride in their achievements. Staff nurtures this by finding a place for them to save their work so that they can return to it another time. Staff recognise the work of all children and encourages them to take photographs, in order for them to remember their achievements and to share these with parents as they arrive. For example, a child takes a photograph of a giant tower they have built to show his parents. This builds children's confidence and self-esteem exceptionally well and involves parents in their child's learning. Children enjoy practising their writing and write about the things that interest them. They write ideas for the club and some older children collect the views of younger children. Staff effectively use their ideas to plan activities. The outdoor area is extremely well-planned and resourced. Children experience the nature trail, were they become surrounded by woodland. Children explore freely and talk about the things they have been learning at school. This reinforces their learning and helps them to consolidate what they already know. The large space gives children the opportunity to play group games and the eagerly tell the inspector about the basketball, football and catching games they play.

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

Staff strive to create a happy, safe and secure atmosphere at the club and children are extremely settled. The well-embedded key-person system helps children to form secure emotional attachments with staff who skilfully support them in all that they do. Older children support younger children through the club's buddy system, which complements what they do during playtime at school. Younger children choose their buddy to help them with getting to know the club and this helps them to settle, and to become involved in activities. Younger children tell the inspector that their buddy looks after them and makes

sure that they are not on their own. This demonstrates that younger children feel exceptionally well-supported at the club. Furthermore, it shows how children become increasingly responsible and independent as they grow. Staff and children make choices together about who to choose to undertake additional responsibilities within the club based upon their behaviour. Staff ask children how kind they have been, if they have shared with friends and if they have been respectful. Children put up their hands and give examples of when they behaved positively. For example, children offer examples about holding the door open for everyone to come into the club. Children are immensely excited to undertake additional responsibilities. For instance, they enjoy supervising children washing their hands before meals, and watch the children during activity time to make sure all of them are happy as well as ensuring they follow the rules.

Staff successfully promotes children's active lifestyle to keep them fit and healthy. They focus highly on outdoor experiences at the club and children have ample opportunities to climb, run, play on wheeled toys or take a walk through the nature trail. During wet weather children safely run around in the main hall of the school. Staff support children to take risks and encourage them to define their own boundaries. This helps children to develop their confidence, independence as well as developing skills for future learning. For example, children make their own rules for visiting the bathroom. They consider the risks and come up with ways to minimise them to make it safe, such as, walking on the left hand side of the stairs so as not to bump in to other children. As a result, they are recognising the things that could cause them harm. Children behave exceptionally well. They are kind, considerate and supportive of one another. Staff successfully involve children in shaping and planning their own behaviour strategies. As a result of this, children produce a question and answer system to remind themselves of the rules. For example, they write, 'are you being kind?' 'are you sharing?' and 'are you showing respect?' This demonstrates children's ability to problem solve and behave well.

Staff focus highly on promoting children's understanding of healthy eating. They support children to understand about the foods that are good for us to support their good health. Staff positively encourage children to make responsible choices as they plan the menu together during a menu planning meeting. Staff hold the meeting to encourage children to make choices about the foods they want to eat at the club. Staff ask children about their favourite foods and includes their choices in the menu. For example, children say they want to try foods from around the world to experience different tastes. As a result, staff prepare to plan an Indian food tasting night. This provides children with different cultural experiences as they make alternative healthy food choices and demonstrate they understand which foods are good for us. Children are encouraged to stay healthy and staff promote this through good hygiene routines.

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

The Safeguarding and Welfare Requirements of the Early Years Foundation Stage are extremely well met and understood by all staff and managers. This is because the management team are meticulous and do their utmost to make certain all staff understands the importance of safeguarding issues and child protection procedures. Staff

demonstrates their commitment to safeguarding children through their highly vigilant monitoring of their safety and well-being. Managers and staff are fully aware of the ways to investigate and report concerns in line with their Local Safeguarding Children's Board and staff have attended training to help them to deal with such concerns as they arise. Staff are highly committed to implementing the club's policies and procedures and do this with unfaltering ease. For example, staff monitors the use of mobile telephones in the club and sensitively reminds parents of the club's policy for their use. Managers ensure a vigorous recruitment and selection process and staff undergo suitability checks before coming into contact with children. The managers involve children in the recruitment and selection process and include them in preparing the job description. This ensures children are involved in the decision making of the club.

The club is exceptionally well-led and managers are excellent role models for staff. They work closely with children and staff, making it easier for them to oversee and monitor practice. Management have successfully maintained an excellent working environment with a culture of support for current staff, which has resulted in a very secure and dedicated team. Managers are highly reflective and evaluative in their practice, which helps them to identify and make continued and sustained improvements. Managers monitor all aspects of the club very successfully, and this helps to make sure they offer consistently high quality experiences for all children. Managers empower staff to reflect on their work to review their overall effectiveness at the club, which staff do well. They complete Personal work forms to highlight to the manager any particular difficulties they may have or things they may need further support with. As a result, staff and managers identify training needs quickly and managers work to resolve issues. Managers actively involve all staff in the self-evaluation of the club and focus on highlighting areas of success and ways to further improve to make it more relevant to them. Staff collect parents' views through discussions and parental questionnaires, and children have designed a comments book to encourage their parents to make suggestions at the club. Staff are extremely well supported in their role. Their varying experiences and qualifications are valued and managers work to extend these. Managers meet with staff at regular intervals to carry out supervisions to discuss and review progress. As a result, staff feel well-supported and valued and practice is outstanding.

Staff are very successful in engaging parents in the club and have demonstrated their commitment to making continued improvements. Since the last inspection, staff have thought of innovative ways to involve parents. For example, they have recently introduced charity work into their club and ask parents to donate toys to the various causes. Staff and children later work out a monetary value, which is then donated to charity. As a result, parents are helping to support the continuous improvements at the club. Parents have written positive comments in the suggestions and comments book and say, 'My children love spending time at Kids United, I can't drag them away. They love it'. Staff encourage parents to be central to everything they do to ensure they are working together. This helps to provide continued support for their children. Staff and children create newsletters together to celebrate their achievements and to share with parents. Staff have excellent partnerships with teachers at the school. They collect children from their classrooms, which gives staff the opportunity to talk with teachers about the children's day, subsequently passing this information to parents. This helps to keep parents well-informed. Staff are extending their links within the community by introducing their

fundraising campaign to the public. These events are beginning to build children's awareness of community partnerships as well as helping them to discover ways to support others less fortunate than themselves.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY365747
Local authority	Wigan
Inspection number	849680
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	28
Name of provider	Lynne Mary Sudworth
Date of previous inspection	19/10/2009
Telephone number	07515 708 931

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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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