

Harbury School Kids Club

Harbury C of E Combined School, Mill Street, Harbury, Leamington Spa, Warwickshire, CV33 9HR

Inspection date	20/11/2014
Previous inspection date	26/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, comfortable and settle into the club quickly because staff are kind, caring and approachable.
- Staff provide a fun and varied range of well-planned activities for children, so they actively enjoy their time at the club.
- Partnerships with the school, parents and carers are strong. This means that children's individual needs are well met.
- Staff are knowledgeable about safeguarding policies and practices. Therefore, they are well placed to protect children from harm.

It is not yet good because

- Children's good health and well-being are not fully promoted because staff sometimes fail to seek and record written permission from their parents before administering medication.
- Information gathered about children does not include a record of all parents and carers known to the club.
- Staff have not organised the environment to allow children access to a wider range of resources to increase their independent choices in play.
- Self-evaluation is not robust enough to ensure that the club meets all legal requirements.

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 toured the premises and observed activities indoors and outside.
- The inspector had discussions with the provider and spoke to staff throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of the staff.
- The inspector viewed and discussed with the provider and staff a range of records, policies and procedures, including the provider's evidence of self-evaluation.
- The inspector took account of the views of children spoken to on the day.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Josephine Heath

Full report

Information about the setting

Harbury School Kids Club was registered in 1996 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates from a purpose-built room on the Harbury C of E Primary School site. The setting serves the local area. There are currently 102 children on roll, of whom five are in the early years age range. The group opens before school and after school, five days a week, during school term time. Sessions are from 8am until 9am and from 3.15pm until 6pm. It also opens 8am until 6am, five days a week, during the school holidays to offer wrap-around care for children as required. Five staff work with the children. Three of the staff have appropriate early years qualifications at level 3, one has an appropriate qualification at level 1 and the other is unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the systems for administering medication to children to ensure that written permission from parents is actively sought and that these records are easily accessible and available
- ensure that detailed information about the child is recorded, which includes the names and addresses of every parent and/or carer known to the club.

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

- provide further opportunities for children to choose resources and engage in a wider range of activities independently, for example, by better organising the environment to make the resources more easily accessible
- ensure that self-evaluation is robust and effective in addressing where improvements are required.

Inspection judgements

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

Children enjoy varied and fun educational programmes because staff provide well-planned activities that complement their learning in school. Staff speak to the school teachers regularly and find out about the current topics being covered. They ask children attending the club about their interests and likes. Staff also make use of detailed observations of

how and what children play. They use this combined information effectively to plan daily activities that complement and reinforce what children are interested in and already learning. The manager and staff are well known in the school. This means that they are well placed to discuss children's interests and to share any other relevant information. Management implement the key-person system well. They make use of staff's expertise when key children are assigned to them. Staff keep useful records of children's achievements by recording observations, taking photographs and highlighting activities completed on a display. They encourage parents to visit the club before their children begin to complete information sheets about their preferences and home experiences. Staff build and maintain strong relationships with parents by regularly sharing information about children's achievements and the events of the day.

Children benefit from a balance of child-initiated and adult-led play both indoors and outside. For example, outside children make use of the space to play football, run around and fine tune their small muscle skills by throwing and catching tiny bouncy balls. They are keen to show staff their achievements and involve them in their games. Equally, staff take children onto the newer school playground area when the weather allows. Children experience greater challenge as they explore and use the physical equipment to gain confidence in balancing, climbing and traveling over and under as staff provide nearby support and guidance. While indoors, planned activities, such as play dough and junk modelling, greatly capture children's interests and spark their imaginative and creative skills. Staff allow children time to think and encourage them to have a go and share their ideas. Equally, children initiate other activities, such as den building, role-playing home, painting and interacting with computer games. Staff support these activities by sourcing props, helping children to play together and take turns.

Staff interact very well with children and recognise when to offer individual support or attention. They make time to play with children on a one-to-one and provide specific targeted activities to suit this, such as the popular activity of bingo. Staff sit and model activities successfully extending children's enjoyment and understanding. They talk to children constantly. Staff ask them about their day upon collection and continue to ask questions about what they are doing during the session. Children show good speaking and listening skills and when necessary, are able to follow instructions well. Throughout the club, children are engaged and make good use of their learning environment through accessing the activities provided.

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

Children's good health is not always well promoted. The club seeks verbal permission from parents to administer medication to children where possible and in some instances, secures written consent through children's school communication diaries. However, there are times where written permission has not been actively sought by the club prior to administering medication. Also, the records containing the written permission for medication are not continually kept at the club, which means that they are not always available or easily accessible. While the impact on children is minimal because parents have asked for the medication to be given, this is a breach of requirements as children's best interests are not fully supported. This is also a breach of the Childcare Register

requirements. The environment is safe, warm and welcoming for all. A robust entrance procedure means staff can monitor, who comes in and out. They make use of a board to display a wealth of information for parents regarding activities on offer and some of the club's important documents. The club is well resourced with a variety of toys and equipment. This has been recently strengthened as the club now has sole use of the room and have purchased extra resources and equipment to meet children's individual and ever evolving needs. Therefore, children's self-motivation is actively encouraged. However, children do not yet engage in a wide range of self-chosen activities. Staff are yet to fully organise all the resources available, so that they are easily accessible and enable children to make more independent activity choices.

Overall, children's independence is well promoted, particularly with regard to self-help skills. Staff support children to follow good hygiene routines as they encourage them to wash hands after toileting, messy play and before eating. Children are also able to manage their own toileting needs with close staff supervision. A variety of healthy food choices are offered to children during snack times, such as, bread, toast, fruits and vegetables. Children are supported and encouraged to try new foods, such as guacamole dip for their carrot sticks. Staff discuss with children and their parents the types of food offered from the outset. This ensures that they can cater for and take into account all children's preferences and specific dietary requirements. Therefore, children are encouraged to make their own healthy choices. Children are well supported to participate in snack times by setting up and serving their own food. They are also reminded to clear away after themselves. Overall, children's understanding of keeping themselves healthy and well is effectively promoted. Children are frequently reminded about safety in the out of school club. For example, staff promptly remind them to walk to the kids club from school and to be careful running outside when it is slippery. Children also take risks in their play and through routines. For example, they carefully use knives to spread their own toppings onto their snack. These activities teach children about keeping themselves safe. Children's behaviour is consistently well managed. Staff positively reinforce good behaviour during activities and use older children to model the expectations of the club. Children's understanding of these expectations are clear as they learn to listen and respond well to staff and their older peers.

Children are emotionally well prepared to go to school. Staff prepare them for school by ensuring that they are well equipped and ready for the day. They ensure that children continually acquire the right emotional skills needed for school by encouraging good social and communication skills. Staff develop positive relationships with children and their parents. They are kind, caring and approachable, which helps children to feel secure in their care. Parents' comments demonstrate that they feel the out of school club provides a safe and happy environment for their children. Staff are very knowledgeable about ensuring particularly young children feel settled at the club and do their best to promote their involvement in activities and with their peers. Parents and children tour the club and are able to attend for visits before they start. Staff make use of opportunities to get to know parents and find out plenty of information about their child. This approach fully supports children's emotional well-being.

The effectiveness of the leadership and management of the early years

provision

To an extent, the provider understands her responsibility to implement the welfare requirements of the Early Years Foundation Stage as she oversees the management of the provision. However, documentation and record keeping are not always accurate. The information recorded about each child is not detailed enough to ensure that all relevant information is held. Although, management and staff are aware of each individual child's family circumstances, where parents are separated the addresses of all parents and/or carers known to the provider are not efficiently recorded. This is another breach of requirements where impact on the children is minimal but this information helps to ensure that their well-being is maintained. Nevertheless, staff's safeguarding knowledge is strong. There are arrangements in place that help to ensure that children are well protected. All staff understand their role in protecting children from harm and are fully aware of how to follow correct safeguarding procedures, should they have a concern about a child or member of staff. The provider is a designated person and fully understand the responsibility of this role. Risk assessments are undertaken daily, which includes checks of the toys, equipment and environment. This helps to make sure that children are safe. Recruitment procedures are adequate and ensure the suitability of all staff. Newer members of staff and volunteers follow an induction procedure. This includes a safeguarding quiz, which clearly highlights and underpins their understanding of how to safeguard children within the kids club. Staff deployment is effective and ensures that children are well supervised.

The management continue to monitor the educational programmes well. This is continually strengthened by the ongoing reflection and evaluation of daily activities by the staff. Management use this to adapt and review the educational programmes on offer. This is intended to enable managers to identify even further where children's learning can be enhanced, supported and improved. The staff team are mostly well qualified with three members of childcare staff holding relevant early years qualifications at level 3. The provider prioritises staff training needs and has recently signed up to an online training agency to enable more staff to complete training in both mandatory and desired fields. This demonstrates that the management are committed to developing the professional skills of the staff to raise outcomes for children. The provider makes use of adequate informal supervision and review systems to seek staff views and assesses their current performance. This approach helps to make sure that children benefit from good quality educational programmes and goes towards continually improving the welfare provision.

Self-evaluation arrangements are in place and take account of the opinions of staff, children and parents. This includes addressing the recommendations from the last inspection. The club also makes use of questionnaires to seek the views of parents. The management clearly identifies areas for improvement, which are currently more focussed on improving the environment and further meeting the needs of individual children and their families, rather than recognising where breaches in the requirements for safety and welfare have occurred. Therefore, self-evaluation is not yet robust. The partnerships they have built are positive and contribute to children's positive experiences. Feedback from parents is positive as they comment that they feel their children have fun, enjoy attending the club and that it is an invaluable service to them. The management are continually

developing partnerships with other professionals, such as local nurseries, the school and people within the community. This ensures that all children have access to the relevant help and support services, which they need. They fully understand the importance of these relationships to fully promote children's continuity of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of any medicine administered to any child, who is cared for on the premises, including the date and circumstances and who administered it, including medicine, which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- keep a record of any medicine administered to any child, who is cared for on the premises, including the date and circumstances and who administered it, including medicine, which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register).

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. 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	200613
Local authority	Warwickshire
Inspection number	864029
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	21
Number of children on roll	102
Name of provider	Lynn Hill
Date of previous inspection	26/02/2009
Telephone number	07702 898 171

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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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