

Kilburn School's Out Club

Inspection report for early years provision

Unique reference number

EY405349

Inspection date

01/07/2010

Inspector

Diana Pidgeon

Setting address

Kilburn Baptist Church, Kilbrun, Belper, Derbyshire, DE56
OLT

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kilburn School's Out Club opened in 2009. It is privately owned and operates from Kilburn Baptist Church in the village of Kilburn, Derbyshire. The setting serves the local area and surrounding villages. The premises are accessed via a pathway to the community hall at the rear of the church; there is a small step to the entrance. The club uses the main hall and side room, both of which are at ground floor level. The club access a play area at the nearby school and undertake regular outings to the local park. The setting opens five days a week. The breakfast club operates from 7.00am to 9.00am and the after school club from 3.15pm to 6.00pm, during school terms only. The club is registered on the Early Years Register and both parts of the Childcare Register, catering for both early years and later years children. The club supports children who have special educational needs and/or disabilities. There are currently 39 children on roll, four of whom are in the early years age range. A total of four staff are employed to work with the children, with either two or three being present each day according to the number of children attending. All of the staff hold recognised qualifications and some staff are working towards a higher level award. The setting has links with the local school and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the club and benefit from a broad range of well-planned, interesting activities that support their learning and development. Arrangements to promote children's health and safety are mostly satisfactory, although, the required risk assessment for the premises is not available and weakens the safety arrangements overall. Staff create a welcoming environment and ensure that children of all ages and abilities are fully included. Effective partnerships with parents and carers ensure children's needs are known and the staff are beginning to build relationships with the schools children attend. Staff reflect upon their practice and demonstrate a sound capacity for ongoing improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment and review it regularly - at least once a year or more frequently where the need arises (Suitable premises, environment and equipment: also applies to both parts of the Childcare Register) 28/07/2010

To further improve the early years provision the registered person should:

- review the arrangements for children to wash and dry their hands
- develop further the partnerships with the schools children attend in order to fully support children's ongoing learning.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a suitable understanding of the indicators of abuse and neglect and know what action to take in the event of any concerns. Clear and comprehensive information is readily available for reference and this ensures staff are supported in carrying out their roles with regards to safeguarding children. The club has sound recruitment procedures in place, which ensure only suitable staff work with the children. Staff keep the premises secure and supervise the children at all times. They complete daily checks on the premises to ensure safety measures are in place, although, it is not clear how these have been identified as the required full risk assessment is not available. On the day of inspection an uneven area of carpet had not been identified as a tripping hazard and therefore no action was taken before the children arrived, which may have impacted on their safety. However, staff do help children to stay safe overall and in particular help them understand about road safety as they walk to and from school. The club has a suitable range of policies and procedures in place to support the smooth running of the setting and staff generally implement these effectively. Records are reliably maintained.

Staff are very focussed on promoting children's enjoyment of activities and helping them to make progress in their learning and development. They provide an attractive, welcoming environment where activities are well-presented and children's work displayed. Effective use of the available space enables all children to have activities and areas that meet their particular needs and interests. Staff deploy themselves well to ensure all children receive their time and attention. They ensure that all children are equally valued and take steps to ensure children with special educational needs are fully included. Clear information is available to parents in a variety of ways so that they are well informed about the running of the club and their children's progress within it. Parents share information about their child when they first start in the club and this helps staff have good information about each child's background and needs. Parents views are taken into account both verbally and through questionnaires and parents speak positively about the club and the staff's care of the children. The club is in the early stages of developing links with the school that the children attend, in order to exchange information that will help to promote consistency and continuity in their care and learning. Self-evaluation is being used satisfactorily to guide the staff into making ongoing improvements.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time in the club and are eager to participate in activities of their choice. Staff work well with the children, knowing when to stand back and when to join in with their play to guide them or provide additional challenges. Planning for the children in the early years age range is personalised and based upon the staff's observations of each child and their particular needs and interests. This helps staff focus upon how to help each child effectively and children make good progress through a wide range of fun activities. Children behave very well and older children are sensitive to the needs of the younger ones, including them in their play and conversations. Children understand the expectations for their behaviour and take responsibility for monitoring their own play. For example, at time limited activities, such as, using laptops the children cease to use these before being reminded by staff. Children play a positive role in the community and take part in community events. For example, during the inspection children were preparing their decorations for a carnival float and were making disco balls by decorating balloons covered in papier-mâché with glitter. Through a range of activities and discussions, including those based around the recent World Cup, children are learning about diversity and the wider world. Children learn to value one another and acknowledge everyone's achievements.

Children generally visit the park on their way back from school in order to have some time for physical activities. They walk to and from school and children demonstrate an understanding of basic road safety to help keep themselves safe. Children understand the importance of washing their hands before eating and do so with minimal reminders from staff. However, the use of a shared towel fails to fully protect children from the risk of cross-infection and weakens the arrangements to promote their good health. Children help themselves to drinks when they are thirsty and can choose from a number of different food items at tea. Menus suggest a balanced diet is provided, with some fresh fruit and vegetable available each day. Children are beginning to gain a greater understanding of healthy foods through starting to grow their own produce in pots outdoors. Children are generally sociable, confident and independent. They enjoy conversations around the tea table and discuss their ideas within play. Children acquire skills of problem solving, reasoning and numeracy as they build and construct from their own ideas. Staff encourage children to use their imagination as they engage in role play and create their own works of art.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability and safety of premises and equipment) 28/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability and safety of premises and equipment) 28/07/2010