

Kidscape Out Of School Club

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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.

Description of the setting

Kidscape Out of School Club is run by a voluntary management committee. The club opened in 2006 and operates from a community hall within Milton Road Primary School in Cambridge, Cambridgeshire. The club is open each weekday from 15:00 to 18:00 during school term times. The club also operates a breakfast club from 07:45 to 08:50 from Tuesday to Friday. All children share access to a secure enclosed outdoor play area.

There are currently 78 children on roll aged three to 11. However, not all attend every session because the club is limited to a maximum of 28 children attending at any one time. Fourteen of the children are on the Early Years Register. Children come from a local catchment area and attend Milton Road Primary School.

The setting is able to support children with learning difficulties and/or disabilities and also those who speak English as an additional language. There is suitable access for children and adults with physical disabilities.

The club is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Registers.

Kidscape employs four members of staff. Of these, one holds an appropriate early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Provision at Kidscape Out of School Club is satisfactory. It meets the needs of all children, including early years children satisfactorily. The welcoming and inclusive environment ensures that children enjoy the sessions and play well together in the classroom and outdoors. Satisfactory provision in key areas means that children learn and develop at an adequate pace and that the capacity for further improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure that planning clearly identifies the learning purposes of the activities and that they are suitably adjusted to meet the needs of the different groups of children
- develop assessment procedures and ensure that the assessments are used to inform the next steps in the children's learning
- continue the process of staff training so that staff attain the appropriate early years qualifications
- develop the role of the management committee in providing strategic direction and in holding the setting to account.

The leadership and management of the early years provision

Kidscape after-school club is led and managed satisfactorily. The manager is enthusiastic and provides a good role model for her colleagues. Working with the local authority, she has made a satisfactory start on the self-evaluation of the setting, providing the manager with a sound understanding of the setting's strengths and areas for development. The evaluations of the early years provision are realistic and provide a sound basis for further development.

A strength of the provision is the promotion of inclusion, all children are made welcome and encouraged to feel part of the club. The relationships between adults and children are good. The staff have successfully promoted the children's enthusiasm for the after school club and developed positive relationships with parents.

The promotion of children's welfare is satisfactory. All relevant policies are in place and have been updated recently. Risk assessments are undertaken on a regular basis and fire evacuation drills are conducted several times each term. There are satisfactory systems for registering children at the start of each session and for handing them over to their parent or carer at the end of the day. Occasional accidents are dealt with well because members of staff have appropriate first aid qualifications. The children feel safe and have a good understanding of safety procedures. Adequate safeguarding checks are undertaken on all members of staff.

The overall quality of the documentation is satisfactory, but certain documents are not sufficiently precise. For example, curriculum planning does not provide sufficient guidance for staff on what the children are going to do and learn. As a result, staff are not able to offer children enough guidance to ensure they extend their learning. Nevertheless, the provision provides good opportunities for the children to develop their independence and to get on well with others. In other areas it is broadly satisfactory.

Partnerships with parents are satisfactory. Relationships are good and parents appreciate the commitment of the manager. Overall, they are happy with the provision. They say that their children are well-cared for and enjoy attending the sessions. Although they receive adequate termly newsletters they are not aware of the activities the children will be undertaking or how they can extend their learning at home.

Links with the primary school are well established. The after school club appreciates the generosity of the school in allowing the use of the accommodation. However, the setting is still in the early stages of developing strategies for sharing information with the primary school on how well the children are doing or if they have any particular additional needs.

The management committee is seeking to appoint a suitable person to support the manager in leading and managing the provision. The committee is still in the early stages of developing its role in monitoring and evaluating the work of the setting

and in holding the manager to account. For example, the committee has not been involved in the setting's self-evaluation or in identifying key personnel to undertake specific key responsibilities for child protection. The management committee has not been sufficiently active in encouraging more staff to gain appropriate early years qualifications.

The quality and standards of the early years provision

The children are well-behaved, polite and enjoy the sessions. They feel safe and know they can turn to any member of staff if they have concerns. This is because relationships between adults and children are good. Children readily engage in conversation with the staff and feel at ease in their company. The children form strong friendship groups and show respect for each other.

The children enjoy the sessions because their views on the activities are sought and used appropriately to help planning. They are offered a range of activities and given freedom to choose what they would like to do. The children are able to play with their friends and to develop their social skills. However, the planning is not sufficiently detailed. Activities are identified but the purpose of each activity is not clear. As a result, staff and children are not fully aware of the focus for learning. This restricts the staff's ability to provide additional challenge through questioning and to provide guidance in order to steer the children's learning. The links to and the inclusion of the six areas of learning are not explicit. Consequently, in some sessions, a few of the children are not challenged and do not extend their learning. Overall, the activities promote the children's social development effectively and encourage them to become independent.

Systems for assessing and recording children's attainment and progress are in the early stages of development. There are brief notes but these are not linked to the early learning goals or age-related expectations. Consequently, the setting is not able to demonstrate that the children's achievement is good overall. Nevertheless, discussions with the children show that they know about the importance of personal hygiene, have a good understanding of healthy eating, the importance of taking regular physical exercise and staying safe. They are familiar with safety routines, such as signing in and out and fire evacuation.

A reasonable range of equipment is available for the children to use and enjoy. This includes small games and construction equipment, computers and materials for junk modelling and other creative activities. This is supplemented by an array of outdoor equipment, such as balls and other small games apparatus. All treat the club and their peers' property with respect. They share and play with it sensibly. The children are encouraged to make a satisfactory contribution to the setting and community by taking responsibility for their actions, sharing games and collecting money for a local children's hospital.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

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