

Kesgrave Out of School Club

Inspection report for early years provision

Unique reference number EY303075
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Inspector Sarah Johnson

Setting address 1st Kesgrave Scout Group, Twelve Acre Approach,
Kesgrave, Ipswich, Suffolk, IP5 1JF

Telephone number 07709 408 970

Email

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Kesgrave Out of School Club is one of five out of school care provisions run by Little Joe Ltd trading as Rhymes Nursery. It opened in 2004 and operates from a scout hall in the Kesgrave area of Ipswich, Suffolk. The premises has a ramp leading to the entrance door and there are accessible toilets available. All children share access to a secure enclosed outdoor play area. The setting is open each weekday during school term times from 07.30 to 08.30 and 15.00 to 18.00. During school holidays, the setting is open from 08.00 to 18.00. The staff walk with children to and from a local school and transport is provided to and from another local school.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged four years to under eight years may attend the club at any one time. There are currently 54 children on roll, eight of whom are within the Early Years Foundation Stage (EYFS) years. The nursery currently supports a number of children who have English as an additional language and there are strategies in place to support children with learning difficulties and/or disabilities.

There are five members of staff, all of whom hold appropriate early years qualifications to at least Level 2. One member of staff is working towards an additional qualification. The setting is currently working towards achieving the Suffolk Quality Assurance Scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settle with ease in the welcoming and inclusive environment of the club. An effective key person system is in place to ensure children are supported by staff who form positive relationships with them and their parents, ensuring children's individual needs are met. Staff ensure that all the children who attend enjoy a varied range of activities, which are generally planned to meet their developmental needs and interests. The club is led by an experienced manager and cohesive staff team, who reflect regularly on their practice to identify areas for ongoing improvement.

What steps need to be taken to improve provision further?

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

- offer further opportunities for children to experience planned, purposeful play in the outdoor area
- develop the use of observations and assessments further, ensuring they are used systematically to identify learning priorities and plan relevant and motivating learning experiences for each child.

The leadership and management of the early years provision

Children benefit from being cared for by knowledgeable staff who have completed a range of training courses to support their individual roles. The successful running of the provision is facilitated by a clear set of written policies and procedures which are reviewed regularly by the manager. Risk assessment procedures are completed and recorded thoroughly each day, ensuring children are kept safe whilst in the setting, during outings and when being escorted to and from the club. Robust vetting procedures are followed to ensure all staff have completed necessary checks to determine their suitability. Many of the staff have attended courses relating to safeguarding children and they understand clear procedures for liaising with the appropriate agencies should they have any concerns about the welfare of any child.

Children benefit as the manager and staff team are involved in monitoring and evaluating the strengths of the provision and identifying areas that will lead to ongoing improvement. The staff value the children's views and seek to offer regular opportunities for children to share what they enjoy at the setting and to contribute ideas for making activities more interesting. The staff are working towards a local quality assurance scheme, which requires them to work together to reflect on their practice in detail and to agree clear targets for improvement to meet high quality standards.

Staff value the partnerships they have fostered with parents and strive to provide regular opportunities to discuss children's needs. They ensure they are readily available to discuss the children's development and encourage children to share their daily experiences with their parents. The setting has established good links with the local schools that children attend. For example, staff discuss the children's time at school with the teaching assistants and gather information about the activities children have enjoyed at school so that they can plan to build on these interests at the club.

The quality and standards of the early years provision

Children are supported to make sound progress in their learning and development as they are supported by the caring and enthusiastic staff. The staff take time to develop strong rapport with the children and give good consideration to the children's varying ages and stages of development. For much of the session, children are able to make choices about what they want to do in the relaxed atmosphere of the setting. The main hall offers ample space for children to spread out as they play with small cars on the large road mats and there is sufficient table space to enable children to complete craft activities together. The children's interests are fostered as the staff plan weekly drama activities and football sessions, all of which enable children to develop their creative abilities and physical skills. However, opportunities for children to be active in the fresh air and to engage in planned purposeful activities in the outdoor area are not always fully maximised. During holiday sessions, children do enjoy planned outings to the local park and animal park. Their interest in books and reading is fostered as they visit a

local tree house adventure park based on the characters and themes featured in the books they share at the setting.

Systems for assessing children's learning and development are in the early stages of development, although each child has a key person who has sound awareness of their progress, interests and developmental needs. Staff use their everyday observations of the children at play to ensure that each child is supported to be fully involved in each activity. However, this system is very informal and these observations are not recorded or used systematically to plan activities that meet the individual interests of the younger children. Staff value linguistic diversity. They support children who have English as an additional language by displaying posters in different languages and asking parents to provide key words and phrases in their children's home languages. Children are encouraged to share their home experiences with each other, as they speak about their time spent visiting India in the holidays and sharing photographs. This helps children and their families to recognise that they are valued.

Children respond well to the staff's consistent approach to supporting behaviour which helps them to play harmoniously together. Staff help them to develop an understanding of dangers and how to stay safe. For example, they talk to children about road safety whilst they walk to the club and ensure all children have an opportunity to be involved in practising the fire drill. Children enjoy sociable snack and meal times when they join together to share a healthy snack such as fresh fruit and pitta bread pockets filled with a choice of cheese, sliced chicken and salad. Staff use this time to engage children in relaxed conversation and children happily talk about things that are happening in their lives.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.