

Kids R Us

Inspection report for early years provision

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Inspector Anna Davies

Setting address The Annexe, Milton Community Centre, Coles Road, Milton,
Cambridge, Cambridgeshire, CB24 6BL
Telephone number 01954 203491 or 07920046787
Email ballsharon9@aol.com
Type of setting Childcare - Non-Domestic

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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

Kids R Us Out of School club is a privately owned provision. It has been established since 1995 and operates from the annex of the community centre in the village of Milton, Cambridgeshire. The club is open five days a week from 3.15pm to 6pm during school term times. The club is open five days a week from 8am to 6pm during all school holidays. Children have access to an enclosed outdoor play area as well as a play park, playing field and all weather courts.

The provision is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. A total of 67 children are on roll, of which, 10 are within the early years age range. The provision currently supports children with special educational needs and/or disabilities as well as children who speak English as an additional language.

The provision employs five staff who work directly with the children. Of these, three hold appropriate and relevant qualifications. The club also employs a designated sports coach.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Children feel safe and secure in this very friendly and welcoming club. They enjoy participating in a good range of stimulating activities both indoors and outdoors which allow them to make good progress overall in their learning and development. Children are highly valued as individuals resulting in them being able to make an extremely positive contribution within the club. Good partnership working with parents and carers ensures that the staff know the children well and are able to effectively respect and meet their individual needs. Staff demonstrate a high commitment to the club and are enthusiastic about making and sustaining improvement.

What steps need to be taken to improve provision further?

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

- develop systems to ensure staff understand that they are expected to declare all changes to personal circumstances which may affect their suitability to work with children
- develop further the use of children's next steps to show how they clearly link to the planning of activities to support individual learning.

The effectiveness of leadership and management of the early years provision

The effective implementation of the setting's good range of policies and procedures support the daily running of the setting and ensure that children are offered a safe and secure environment. Children's welfare is suitably protected as the manager follows clear recruitment procedures to ensure that those that begin to work with children are suitable to do so. However, these do not include a clear process to follow to ensure staff understand they must declare all changes to personal circumstances which may affect their suitability to work with children. The club has two designated child protection officers who have attended advanced training in safeguarding children. All staff are clear about the signs and symptoms of abuse and the procedures to follow should they have any concerns. There is a clear whistle blowing policy in place so that concerns about any staff members can be dealt with appropriately. Staff further protect children's safety by taking effective steps to minimise any hazards such as keeping a register of those out on the playing field and marking out an area with cones to give children clear boundaries about where they can play. Daily risk assessments are carried out, clearly noting any issues arising and how children's on going safety will be assured.

Children play in a warm and welcoming environment which is spacious and well organised. A good range of toys and resources are put out for children to choose from and further resources are stored in a low level unit and walk in cupboard which children can freely access. This has been developed since the last inspection to enable children to make more independent choices about their play. Children are able to move freely between the hall and the enclosed outdoor area and emphasis is placed on children spending quality time outside. Here they are able to participate in a wide range of activities on the playing field and on the all weather courts as part of learning to lead a healthy lifestyle. A key strength of the club is the high priority they give to ensuring that all children are truly valued and respected. Staff enable children to make the club what they want it to be through a variety of means such as the children's council, a communication envelope and a wish tree. These methods all enable children to contribute their thoughts, opinions and ideas. Staff provide a fully inclusive service to all children and families, ensuring their individual needs are effectively addressed. They respect individual family circumstances and go out of their way to accommodate and support children and parents' needs. This is fully appreciated by parents who particularly speak highly of the staff and managers unique support. Staff help children to understand and appreciate the diverse society in which they live through respecting one another's backgrounds and cultures and in particular, the range of different languages spoken at home.

Effective links with parents, carers and the local school positively promotes continuity of care and education for all the children. Parents are well informed about their children's progress and their contributions valued. They are informed about the setting's good practice and working ethos through a good range of policies, a website and information board. The setting effectively works in partnership with other settings attended by the children to ensure a continuity of care. For example, good partnership working exists between the school and staff

at the club to share clear information about children's progress and general learning and development. Staff effectively support any learning needs identified by the school. These partnerships ensure that there is a continuity of learning and care for children between settings.

A clear vision is shared by the manager and staff team. This focuses on the club maintaining a family atmosphere and being somewhere children feel completely safe and valued as individuals. The manager and staff are wholeheartedly committed to the continuous improvement and development of the club and have effective systems in place to evaluate the provision, which all staff are involved in. They are clear about the club's strengths and aspects they want to further develop such as the purchasing of more outdoor play equipment. Parents and children's feedback is a crucial part of this club as the manager and staff continuously strive to ensure their service meets the needs of its users.

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

Children are provided with a good range of activities covering all areas of learning. Observation and assessment systems are well established and the Early Years Foundation Stage co-ordinator within the club has been instrumental in developing these systems to ensure that children's progress can be effectively monitored and tracked. Regular observations are recorded and next steps identified on each half termly report shared with the school and parents. However, these next steps are not yet clearly linked to the planning to ensure that activities use every opportunity to promote individualised learning.

Staff enthusiastically involve themselves in the activities with the children. For example, they support children's learning effectively as they ask children to solve problems about which letter sounds fit into the gaps in given words, take part in team games or play pool with them. Staff show utmost respect to each child, listening to them as they talk about their interests or asking for their opinions at every possible opportunity.

Children feel a strong sense of belonging and are confident in expressing themselves, knowing that their contributions will be valued. Children share excellent relationships with each other and staff which ensures that they feel safe and have trust in those around them. Children confidently stand up at carpet time to share their news and lots of praise as well as open ended questions asked by staff ensure that quieter children have their chance to talk about what is important to them and boosts their self-esteem. Younger children mix very well with older children, each giving the other time, for example, to share key interests such as playing cards. They all work together well, for example, as they play whole group games and sports. Children fully appreciate the wider world taking part in fundraising activities for those in other countries less fortunate than themselves. Children have good mark-making opportunities and enjoy reading books or using them to support role play ideas. Children's use of spoken language is developing well. For example, one child uses many adjectives as she describes the 'really big,

red, double bus' she is pretending to take her dollies on. Children's use of number is effectively reinforced during activities such as skipping as they count how many they can do. They use the clubs two computers to gain vital technology skills for the future. Children are confident in their physical abilities and challenge themselves further, such as learning to skip backwards with a rope, co-ordinating their body to successfully achieve this new skill. Children engage in lots of physical activity to ensure that they understand that this contributes towards a healthy lifestyle. Regular visits from a sports coach gives children the opportunity to engage in a wide variety of sports. They take part in competitions such as 'What is a healthy lunchbox?' to help them understand about healthy food options. Children enjoy exploring their creativity through a good range of art and craft, role play and small world activities. Some spend much time developing ideas and acting out familiar experience such as caring for 'babies'.

Children's welfare is effectively promoted. Children understand good hygiene routines such as washing hands after using the toilet or before eating. On some occasions, staff need to prompt and remind children of these. Children have devised their own posters displaying good hygiene routines and these act as prompts in the bathrooms. They clearly understand the need to minimise the risk of cross contamination as they place used disposable cups in the bin so that other children do not reuse them. Two staff hold valid first aid qualifications with further staff booked on courses in the near future. This ensures that staff are able to deal effectively with minor injuries. Records of accidents and any medication needing to be administered are well maintained which safeguards children appropriately. A balanced range of snacks are provided by the club and parents provide packed lunches. Drinks are freely accessible to children at all times which ensures that they can help themselves when they feel thirsty. Staff have a very secure understanding of behaviour management. They act as extremely positive role models for the children and in return, children's behaviour is exemplary as they begin to show an excellent awareness of responsibility within the setting. Children learn effectively how to keep themselves safe as they are updated about visitors to the setting and reminded about safe practice such as sitting to eat and not talking whilst eating in case they choke. Evacuation procedures are practised regularly and discussed with children so that those new to the setting can be confident in the event of an emergency.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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: Met

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