

Creative Kidz Netley Abbey

Inspection report for early years provision

Unique reference number EY385515
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Inspector Alison Large

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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

Creative Kidz Netley Abbey is one of two privately owned Out of School Clubs. It opened in 2009 and operates from rooms within Netley Abbey Junior School, in the Netley area of Hampshire. It serves the local and wider area. The breakfast club is open each weekday from 07:45 to 08:45 and the out of school club from 15:20 to 18:00 during school term times. The holiday club is open from 08:00 to 18:00 during school holidays. Large adjacent playgrounds are available for outside play.

A maximum of 32 children may attend the club at any one time, of these 32 may be in the early years age group. There are currently three children in the early years age group on roll. The setting also takes children up to the age of 11 years. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support a number of children with learning difficulties/or disabilities and also support a number of children who speak English as an additional language. Two members of staff work in the club. Both have a relevant level 3 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are welcomed into a warm, friendly environment, where they are valued and included to ensure none are disadvantaged. Children enjoy their time at the club, as staff provide a caring environment where children can be happy and secure. Staff have excellent relationships with parents and the school and as a result, children are well supported and their individual needs are met. Staff have a professional approach to childcare and are committed to developing their knowledge through ongoing training; they have an enthusiastic approach to improvement although formal self evaluation has not yet been started.

What steps need to be taken to improve provision further?

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

- update policies and procedures in line with the EYFS
- continue develop systems of observation and assessment to fully support children's learning and development

The leadership and management of the early years provision

The club is well organised and children's health and welfare are effectively underpinned because all required policies, procedures and consents are in place. However, some of these are in need of updating in line with the EYFS. Recruitment processes ensure that all staff are vetted, qualified and suitable to work with children. All staff have a clear understanding of the signs and symptoms of child abuse and they are fully aware of the procedures to follow in the event of concerns

about a child, so as a result, children are well safeguarded.

The setting has an effective partnership with parents and shares a wide variety of information with them to keep them informed. Staff are approachable and parents' views are sought both verbally and through letters. Staff discuss children's likes and dislikes with parents and with the children, which means the club can provide activities that meet children's interests. Although the setting has not yet started a formal system of self-evaluation, the owner and staff discuss the strengths and any areas to develop in the club. Staff have a positive approach to their professional development and both hold an appropriate early years qualification. They are committed to updating their training and both staff members are working toward a level three playwork qualification to ensure they further develop their knowledge and skills in this aspect of childcare. The club has a good relationship with the schools to ensure information is shared. The key person system in place means that the younger children have a dedicated adult to support them in the club, and this helps them to feel safe and secure.

The quality and standards of the early years provision

Children are happy and settled and enjoy their time at the club. They enthusiastically take part in activities and organise their own play. Staff discuss children's interests with them and try to accommodate their preferences and children say that they have ample opportunities to play and make friends in the club. Staff play alongside children and take every opportunity to chat to children about their day and what they enjoy doing. As a result, staff know each child very well. Children play co-operatively together; older children are considerate and younger children enjoy copying and learning from them. As a result they have developed sound relationships with each other, which helps them to develop good self-esteem. Staff carry out observations on children in the early years age range so that these can be used to plan for their future learning needs. They are developing their knowledge of the early years framework, however, they do not yet evaluate their observations to help the children progress to their next steps in learning.

Children's creative development is encouraged and children can enjoy various types of art and craft within the setting. They develop a healthy lifestyle through daily physical exercise, they take part in a variety of indoor games such as basket ball and enjoy a variety of games playing outside in the playground. Children learn about keeping themselves safe, emergency evacuation practises are completed to ensure children know what to do. Children enjoy eating together and snack time is a sociable occasion. They are offered a variety of healthy and nutritious snacks and always have access to drinking water throughout the session. Children's behaviour is very good, they learn to share and take turns and staff give them lots of praise and encouragement. The older children have a positive impact on the younger children. They are good role models and show patience when helping young children to complete games and construction activities.

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?	2
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

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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