

Creative Kidz - Bishops Waltham

Inspection report for early years provision

Unique reference number EY404141
Inspection date 17/05/2010
Inspector Alison Large

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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

Creative Kidz - Bishops Waltham is one of three privately owned Out of School Clubs. It opened in 2009 and operates from one classroom, loft space and the main hall in Bishops Waltham County Infant School in the Bishops Waltham area of Hampshire. Use is made of the playgrounds for outside play. It serves the local area. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 50 children aged under eight years may attend the club at any one time, of which 24 may be in the early years age group. The club is open each weekday from 3:10pm to 6:00pm during school term time. There are currently 61 children from four years to under 11 years on roll. Children come from a wide catchment area and are able to attend for a variety of sessions. The club employs four members of staff who all hold a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a bright and welcoming environment, they settle quickly into the daily routines of the setting. Children's welfare and learning needs are met well and they are happy and enjoy their time at the after school club. Children are able to enjoy a wide variety of activities and all children are valued and included to ensure none are disadvantaged. There are good links with parents and the schools, to secure effective partnerships to meet the individual needs of the children. The manager and staff team have recently started to complete formal self evaluation of the provision to ensure improvement and development are implemented to further improve the provision.

What steps need to be taken to improve provision further?

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

- ensure the children's times of arrival and departure are recorded

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures are in place and documentation and records are completed to ensure children's health and safety needs are well met and that they safeguarded well. Staff have a good awareness of keeping children safe and are aware of their roles and responsibilities concerning safeguarding. The manager ensures that staff are appropriately vetted and that procedures are in place to ensure all adults working with the children are suitable to do so. Staff organise the environment well, to ensure it is attractive and welcoming to children, which enables them to make choices and request particular activities as they

arrive. They ensure that children are provided with an inclusive environment and that they have access to a range of resources which enable them to learn about valuing diversity. Risk assessments, including a daily safety check are in place. However, staff are not ensuring the daily hours of attendance are recorded for each child. Staff are very approachable and discuss children's likes and dislikes with parents so they are aware of children's preferences.

The manager and staff have recently started to develop the use of self-evaluation to highlight strengths and areas for improvement within the setting. Staff have a positive approach to their professional development and hold an appropriate early years qualification. The club have good links with the schools to ensure information can be passed on. The key person system means that the children in the early years age group have a dedicated adult to support them in the club, which helps children feel safe and secure. Parents are kept well informed about their children's routines and the Early Years Foundation Stage via information displayed on notice boards, regular newsletters and through discussions with staff. The club has good links with the schools the children attend and information is shared to ensure effective continuity and progression.

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

Children are happy and settled within the club, they enter confidently and many have good levels of self-esteem. They form friendships and collaborate well with others, making up their own games and negotiating and taking turns. They freely select the toys and resources they wish to use from the variety set out around the room and in storage units. Children in the early years age group attend the club and there are formal systems in place for observing, planning and assessing those children's learning needs. Children happily and confidently initiate their own play and learning as they help themselves to art and craft activities. They enjoy using a variety of coloured threads for sewing, or playing football outside using their new goals. Staff ensure children have daily access to the outside area for exercise and fresh air, and offer free flow play in the better weather.

Children are generally well behaved and respond to reminders from staff, such as, not running inside, they are helpful and involve themselves in daily chores, for example, helping to tidy away before eating. Children show co-operation in their play and take turns to use the range of toys and resources available. They especially enjoy the table football and seek out their friends to play with them, and also role playing up in the loft space, where they make it a restaurant. Children enjoy eating together and look forward to tea time. This is a sociable time with children happily eating and chatting to other children at the table. They are offered a range of healthy and nutritious options including fruit, vegetables and cheese. They are independent and freely access the cloakroom area. They respond to reminders from staff regarding hygiene procedures and all wash their hands before having their tea and after messy activities. Staff fully understand the need to ensure the safety of children and reduce risks through daily safety checks and risk assessments. All visitors to the club are supervised at all times within the setting, this enhances the welfare of all children. A good range of resources are available

to the children and the balance of planned and unplanned activities ensures children enjoy their time at the club.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	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: Met

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