

Westhoughton Kids Club Limited

Inspection report for early years provision

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21/10/2009

Inspector

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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

Westhoughton Kids Club Limited was first registered in September 1997, and provides care for a total of 64 children in the early years age range. There are currently 24 children in the early years age range on role. The provision is registered on the Early Years Register and on the both parts of the Childcare Register. It operates from a three story, purpose built building in the Westhoughton, area of Bolton. The ground floor accommodates children aged between four years and eight-years- old it also includes the kitchen, disabled bathroom, staff bathroom and children's bathroom, and the main office and play rooms including a lounge area for relaxation. The first floor accommodates children aged from eight years to 15-years-old and has an additional common room for children aged from 11 years to 15-years-old. There are two open plan play rooms; a kitchen area and an additional bathroom are also located on the first floor. Children also have access to an enclosed outdoor play area and the neighbouring Westhoughton Park.

The group offers before and after school care from Monday to Friday, 7.30am to 9am and 3pm to 6pm term time only. In addition the club offers a holiday care from 7.30am to 6pm, for all school holidays except bank holidays and one week at Christmas. There are a total of 10 permanent members of staff employed at the setting with additional staff employed during the holiday playscheme. There are six members of staff qualified to a level 3, or with a relevant childcare qualification. The additional play scheme staff are all qualified. The management team consists of the registered provider and two deputy managers. Care is provided for children from the local community. The building also has wheelchair access.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager has a clear ambition for continuous improvement. Staff work well as a team and with parents to support each child to reach their full potential in all areas of the Early Years Foundation Stage (EYFS). As a result, all children make good progress in their learning and development. Children are to be encouraged to independently access their own drinks and assisting in serving their own snacks.

Partnership with parents is actively encouraged and successful. Links with other settings, such as the local schools has been enthusiastically sought by the provider who has attended open evenings and approached various settings. Effective assessment and observations are used to inform planning, ensuring children's individual needs are fully met, their safety assured and their welfare promoted.

What steps need to be taken to improve provision further?

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

- ensure all children have access to fresh drinking water at all times and they are able to gain independence skills through helping to prepare and serve food.

The effectiveness of leadership and management of the early years provision

The manager and staff give a high priority to safeguarding children. All the required checks have been carried out to ensure staff are suitable to work with children and a clear recruitment and induction procedure is in place. The designated staff member responsible for child protection regularly accesses up to date training and staff are confident with the procedures to follow if they had concerns about a child. Well organised records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are implemented by the whole staff team. Policies and procedures, including risk assessments are regularly reviewed and shared with staff to ensure the welfare and well-being of the children. Parents are provided with information and processes explained in detail during the initial visit and settling in period. Children are cared for in an well resourced, safe and stimulating environment, where risks are fully assessed and minimised whilst enabling children to actively learn how to keep themselves safe and take risks. Effective steps are taken to promote children's good health and well-being, and prevent the spread of infection through the implementation of clear hygiene procedures. Through example, discussions and activities, staff ensure children adopt good hygiene practices and an awareness of personal safety.

Good working relationships have been established with parents and generally effective communication systems are in place. They are given the opportunity to discuss their child's starting points and aims for future learning and development, and kept well informed of their child's achievements and well-being. Staff encourage links with the wider community and the children's home environment, promoting continuity of their learning and care. Children's individual needs are met and children can reach their full potential through an enjoyable motivating learning environment.

Training is identified by the manager, through appraisals to support the continuous professional development of all the staff, to ensure all are sufficiently qualified and skilled. The manager and staff have an ambitious vision and strive for improvement to provide the quality care and education. The provision and outcomes for children is closely monitored through regular self-evaluation and reflective practice. This includes seeking the views of the children and parents, and the local authority. However, effective partnership with other providers, such as local schools is still to be established. Information and suggestions through consultation with children, staff and parents, is used for the identification of targets for further improvement. These are addressed and the impact monitored to ensure all children's welfare needs are met.

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

The efficient quality of the provision for children's welfare, learning and development is successful in promoting the outcomes for children. Children actively learn about healthy living, the importance of physical exercise and how their bodies develop and grow. Children experience opportunities to gain skills in how to keep themselves safe and make a positive contribution through the interesting, stimulating play and learning opportunities provided. They learn about the wider community through celebrating festivals, such as Diwali. They visit the local parks and library and have recently gained further knowledge and understanding of the wider world through the 'Around the world' theme. Children are encouraged to take safe risks, creating an obstacle course using the large tyres and visiting the adjacent park.

Menus take into account children's dietary requirements, likes and dislikes. Healthy eating and healthily living is strongly promoted. Children are able to see the impact of healthy eating and regular exercise through being measured on the club's height chart. They also experience activities, such as games, books to learn about how their bodies are developing, how they live and how the foods they eat impact on their own bodies. Children confidently discuss health foods and if unhealthy foods are eaten in excess, how that will affect their weight and physical development. Mealtimes are sociable occasions, however, the children are not actively involved in serving themselves. Fresh drinks are available but not easily accessible, requiring younger children to ask a member of staff for a drink.

Children have good social skills, show respect for each other and staff. They are confident and are learning good self-care skills. Behaviour is managed well and children have a clear understanding of expected behaviour through discussions and agreeing as a group the conduct whilst attending the club. These exceptions have been designed and displayed by the children and encompass the emotions of sad and happy should a child fail apply them. Children have a good awareness of how to keep themselves and others safe. The setting is child orientated, welcoming and inviting. Staff are committed to ensuring all children and their families feel valued and included.

Children clearly enjoy their time at the setting and are motivated and interested to learn. The manager and staff have successfully created an enabling, well resourced environment, both indoors and outdoors. The indoor play environment is well resourced with good quality toys and equipment that is easily accessible to the children. All play provision is strategically placed in areas designated to the six areas of learning, enabling children to explore their environment selecting resources and activities that interest them. Children play cooperatively together and are often engrossed in their chosen pursuits, practicing and refining their skills, such as solving problems and using their imagination during role-play. Staff interact appropriately, offering guidance and support effectively and so enabling children to consolidate their learning. Staff are skilled in supporting and challenging children's thinking, for example, staff sit in the role play area with the children discussing items they are placing in the shopping trolley and asking thought

provoking questions about healthy foods and unhealthy foods. The Home corner has been converted to represent other cultures and countries, such as an Italian restaurant, developing children's understanding and knowledge of the wider world.

Children have plenty of opportunities to explore and investigate the outdoors, including the adjacent park where they frequently go on nature walks exploring the changing environment throughout the seasons. Many of the indoor resources, such as sand, water and table top toys are transferred to the outdoor play area to provide continuous outdoor play provision. Resources are well utilised to extend children's learning. Planning of activities is informed by information obtained from parents and assessment of children's learning and development for each child, in order to understand and consider their unique skills and abilities. Individual documentation of children's learning journeys are used effectively to successfully monitor children's progress. This information is shared with parents and other settings children are attending, such as nursery classes.

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	3
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	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