

# Scodycats Playgroup & Scudamore Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	223557
<b>Inspection date</b>	21/09/2009
<b>Inspector</b>	Fiona Robinson
<b>Setting address</b>	Lord Scudamore Primary School, Friars Street, Hereford, Herefordshire, HR4 0AS
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<b>Email</b>	
<b>Type of setting</b>	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).

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**

Lord Scudamore Kids Club was registered in 2000. It operates from the Lord Scudamore Primary School in Hereford City. There is ramped disability access to the building. A maximum of 50 children may attend the out of school club and 24 children the playgroup at any one time. During term time the provision offers wrap around care with a breakfast club between 7.45am and 8.45am, and a pre-school between 12.30pm and 3pm. The out of school club operates between 3pm and 5.30pm. During holiday periods the out of school club operates between 7.45am to 5.30pm. All children have access to a secure outside play area. There are currently 17 children aged from three to under five on roll in the playgroup. Children on roll in the out of school club attend a variety of sessions with a maximum of 50 attending each session. The setting supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. The setting employs six staff. Of these, five staff hold appropriate Early Years and play work qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, the quality of the provision is good, because children are treated with respect in a positive and stimulating environment. They display high levels of confidence and self-esteem and enjoy taking part in a wide range of activities. All children feel valued and fully included because staff ensure their individual needs are met. Good partnerships with parents and the school help the children to feel secure in their setting. There is good commitment to continuous improvement and staff accurately identify strengths and areas for improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the use of information and communication technology for the youngest children
- develop partnership with parents and their involvement in their children's learning in the pre-school.

## **The effectiveness of leadership and management of the early years provision**

Staff have an excellent awareness of health and safety issues in both the playgroup setting and the after school club. Children's safety is promoted very effectively because staff carry out regular risk assessments. Children are very well supervised when using the outside area. Good use is made of the outside play

space and children always use a wide range of equipment that is safe and suitable for their age. Security within the setting is excellent and staff are fully aware of the need to protect the children in their care.

Partnerships with parents are good and feedback from parents is positive. They say their children enjoy coming to the pre-school and club and experience a wide range of interesting experiences. Clear information is shared with parents through informal discussions, newsletters and the notice board. Pre-school staff recognise the need to involve parents more in children's learning and have started to share information from their learning journals with them. The relationship with the host school is good and the setting benefits from the use of its facilities, including the outdoor environment.

Good self-evaluation systems ensure that improvements have a real impact on the children's experiences. The views of parents and children are taken into consideration when identifying priorities for planning. Both settings are well led and managed. Staff are well deployed and imaginative use is made of resources to meet the needs of the children. They actively promote equality and diversity and all children achieve well and are fully integrated. Staff plan together and demonstrate a good idea of their strengths and areas for development. They recognise the need to develop the use of information and communication technology to support learning in the pre-school through the use of the digital camera and computer. They demonstrate a good capacity to improve in the future through strong teamwork and the ability to build up a good range of resources.

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

In both settings, there is well-planned, purposeful play both indoors and outdoors. Staff have a good understanding of the children's interests and build these into the activities. For example, the older children enjoy going on a bug hunt and drawing and painting pictures of insects they find. Staff evaluate their planning carefully and use the information gained to plan further activities to help children develop their skills. They are developing systems for monitoring and recording the achievements of the youngest children in their learning journals.

Children's behaviour is excellent, and they listen carefully and respond well to requests to share resources. They are eager to come to the out of school club because staff are experienced in providing exciting activities which capture children's interest. Very good use is made of trips and outings during the school holidays. For example, children have visited the safari park, Bristol Zoo and the ice rink. Staff have a very good relationship with the children and encourage them to be independent and confident.

Children attending the playgroup are provided with a good range of activities, which help them to develop their language, mathematical thinking and social skills. Most can count up to 10 and beyond and recognise their names. Their listening skills are developed well when staff read stories such as 'We're going on a Bear Hunt'. Staff have, rightly, identified the need to use more information and

communication technology in their activities. Children enjoy drawing self-portraits and their skills are developed well through topics such as 'People Who Help Us' and 'Autumn'. The older children enjoy searching for mini-beasts and bugs in the eco garden, while festivals such as Harvest and Diwali enrich their experiences.

Children enjoy good opportunities to develop a wide range of physical skills. Healthy eating is promoted well through preparing fruit salads and smoothies for snack time. Children respond well to the excellent care and support given by staff as they decorate their biscuits and create colourful collages. Their safety is promoted very well because staff carry out regular risk assessments. Children have a good understanding of the need to take exercise and play safely. They enjoy fundraising for charity and organising team games and activities. Overall, the children are well prepared for their next stage in learning in this stimulating and inclusive setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of safeguarding	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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