

Sneakers Kids Klub at Ten Acres

Inspection report for early years provision

Unique reference number	405367
Inspection date	04/10/2011
Inspector	Janet Keeling
Setting address	Tenacres First School, Quibury Close, Winyates, REDDITCH, Worcestershire, B98 0PB
Telephone number	07889037592
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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

Sneakers Kids Klub at Tenacres opened in 2001. It is privately run and operates from facilities at Teanacres First School in the Winyates area of Redditch, Worcestershire. The club is part of a local chain of nurseries and out of school clubs run by Sneakers Childcare Ltd. Children have access to enclosed outdoor play areas. The club serves children and families from the local and surrounding areas and collects children from Mappleborough Green primary school.

A maximum of 24 children from four years to under eight years may attend the group at any one time. There are currently 19 children on roll, and of these five are within the early years age group. The club opens Monday to Friday from 3pm to 6pm, during school term time only. Children attend for a variety of sessions.

The club supports children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children participate in a range of interesting and stimulating activities and share very mature and friendly relationships with staff and their peers. The club is welcoming and has a wide range of good quality equipment which is generally well accessed by the children. Staff are caring, motivated and work well as a team. They offer an inclusive service, supporting all children to actively participate in activities which meet their individual interests. Highly effective partnerships with parents have been firmly established, ensuring children's needs are fully supported. Systems for monitoring and evaluating the club's strengths and areas for development are in place, and are used effectively to bring about the sustained and continuous improvement of the club.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to self-select resources in order to further develop their independence skills and choices
- strengthen assessment systems to ensure children's progress is monitored and evaluated and used to inform future planning.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding children. Staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and selection procedures in place to ensure that children are cared for by suitable adults. Staff have a good understanding of health and safety issues and have written policies and procedures in place to support their practise. Risk assessments and daily checks are completed which cover all aspects of the environment, and as a result, hazards to children are minimised. Emergency evacuation procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. The learning environment is welcoming with most resources being easily accessed by the children. However, some resources are kept in cupboards and are not readily accessible to the children. This limits children's choice and independence. Staff are deployed effectively to ensure that children are supervised safely at all times.

Staff are caring, work well together as a team and have a good understanding of their roles and responsibilities. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated and, as a result, children's care and well-being are further supported. The manager and staff are committed to improving outcomes for children and demonstrate a positive attitude towards the sustained and continuous improvement of the club. Systems for monitoring the quality of the club are in place and reviewed regularly. Staff actively promote equality and diversity and ensure that all children are fully included in activities. Their understanding of the wider world is enhanced as they celebrate festivals throughout the year and thoroughly enjoy 'around the world' food tasting sessions. Themes, such as Chinese New Year, Diwali and Christmas enrich the children's experiences.

Outstanding partnerships with parents and carers have been firmly established. Parents speak very highly of the club and say that their children are happy, safe and enjoy a wide range of activities. They also commented on the exceptionally welcoming and homely atmosphere and the approachable and caring staff. There is an excellent exchange of information each day. Staff keep parents up-to-date about all aspects of their child's care and are vigilant at ensuring information from school is passed to parents on the same day. Parents and carers have access to a wealth of information about the running of the club. For example, their registration certificate and public liability insurance are displayed. They receive regular newsletters and a welcome pack prior to their child starting at the club. Parents also have access to the club's policies and procedures at each session. Staff have developed very positive links with teachers and other early years professionals at the host school, which ensures good continuity of care for all children.

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

Children benefit from a welcoming environment and from the friendly and caring staff who spend quality time interacting and supporting them as they play. Staff have a good understanding of the Early Years Foundation Stage framework and plan a good range of activities that support children's interests. On admission to the setting all required documentation is completed which records children's individual needs, so that children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. The effective key person system ensures that staff get to know children very well, however, the recently implemented system for recording children's learning and achievement is still in the early stages of development. During the inspection children said that they particularly enjoyed outdoor play and meeting up with their friends.

On arrival at the group children receive a warm welcome from staff, who set out games in readiness for their arrival. Children are happy at the club and enjoy the range of activities. They enjoy spending time relaxing and chatting happily with their friends. There is laughter as a group of children engage in role play activities in the home corner. Another group of children choose to design and build with the toy bricks and are very proud to show staff their creations. Other children engage in a game of chess while others complete jigsaw puzzles. Children's creative development is well supported as they engage in a wide range of activities, such as marble painting, apple printing and designing and making fans. Children play very well independently and with their peers and show respect for each other as they share and take turns. Children are confident communicators and are eager to share their experiences with staff, their peers and visitors. Older children in the group are very aware of the younger children's needs, and they are caring and offer support when needed. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors and cooperate very well while playing team games, such as football. They skilfully negotiate the sunken tyres, use skipping ropes, hoola hoops and enjoy mark making activities as they draw pictures on the playground.

Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and that they must inform a member of staff before leaving the room. They are aware of what to do in an emergency as they regularly engage in emergency evacuation procedures. Children's understanding of good hygiene practises are reinforced throughout the sessions. Healthy eating is promoted as children access a range of healthy foods at snack time. Drinking water is readily available to the children throughout the session, ensuring they remain hydrated. Children's behaviour in the club is excellent. They behave in a manner that is supportive of their learning. They develop confidence and self-esteem because staff give regular praise, encouragement and support. Children's contributions within the club are fully recognised and their sense of belonging is fostered exceptionally well. For example, they engage in regular

'children's meetings' and are involved in the writing of the club rules.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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