



## Sacred Heart Kidz Klub

Inspection report for early years provision

<b>Unique Reference Number</b>	EY321230
<b>Inspection date</b>	19 July 2006
<b>Inspector</b>	Denise Rosemary Olsson-Hildick
<b>Setting Address</b>	Sacred Heart RC Primary School, Burlington Road, NEW MALDEN, Surrey, KT3 4ND
<b>Telephone number</b>	02082874080
<b>E-mail</b>	harvey36@blueyonder.co.uk
<b>Registered person</b>	Susan Harvey
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Kidz Klub wrap-around, before and after school group opened in 2004. It operates from Sacred Heart Primary School, New Malden, Surrey. One room is dedicated to the club's sole use with access to the main hall, another classroom and the playground. The club serves the local community and surrounding parish.

A Holiday Club opens for seven weeks a year and provides places for 32 children aged three to under eight years in school holidays. The wrap-around group provides places for 32 children aged between three to four years and has eight children on roll. The before and after school clubs provide places for 32 children aged between

three to 11 years and has 32 children on roll.

Children attend for a variety of sessions. The groups open 5 days a week during term time only. Before and after school groups open from 08:00 to 09:00 and 15:20 to 17:30. Wrap-around care is provided between 09:00 to 15:20 with children attending either the morning or afternoon session. The settings support children with special needs, a disability or who speak English as an additional language.

Three full time staff work with children in the before and after school clubs and two in the wrap-around group. Over half the staff team hold recognised childcare qualifications.

The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Good standards of hygiene are in place. For example, children wash their hands and are aware of health risks associated with poor personal hygiene. Members of staff also wash their hands before preparing and serving food. Children are escorted to the cloakroom in small groups before or after tea according to their individual need and this ensures they are comfortable.

Arrangements to protect children's health are good, for example, medication; if this is brought into the group, it is stored out of sight and reach of children. The first aid box only contains those materials currently recommended and is checked regularly. A small bag containing first aid materials is taken into the playground, together with cooled boiled water and cooling gel packs in order to provide prompt attention to children who have an accident. If children are unwell they are made warm and comfortable in a quiet corner of the room and parents are informed. Weather assessments are routinely undertaken and if the temperature is excessively hot or cold extra sun-hats, or scarves are provided to those children who arrive without these items. Parents supply sun lotion and children are encouraged to apply this themselves. This helps them to develop awareness of risks associated with the sun and to take appropriate precautions.

Opportunities for children to relax, exercise and be in the fresh air are good. For example, children can rest quietly in a corner of the room if they feel a need to do so. On fine days they play in the playground and enjoy sports, games, running, climbing and balancing on the equipment. Balls, hoops and bean bags add extra interest. On very wet or cold days children play in the large hall. Windows are open in the rooms to allow a through-flow of fresh air. The arrangements ensure children experience regular opportunities to enjoy energetic play indoors and outdoors.

Arrangements to provide varied meals and snacks are good and choices are made available. For example, children order their meal from a selection of bread, butter,

cheese, sliced ham or chicken, and sit at tables for this to be served. Because they have a choice from a range of healthy options children tend to tuck into and enjoy their meal. Yoghurt and fruit are offered for dessert followed by a small packet of crisps. If children express a strong dislike for a particular food they are offered an alternative. Members of staff offer children a choice of squash or water, refilling their cups on a regular basis. They are also prompted to drink when they come indoors. This ensures children do not become dehydrated especially in hot weather. Foods which are excluded or limited include carbonated drinks and nuts. Children relish their meals and learn to enjoy a healthy diet.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The standard of accommodation is good. Children have sole use of a classroom and access to another classroom, hall and playground. The wrap-around group use a separate playground with its own equipment. A built-in kitchen area enables food to be prepared on site and a washing machine provides facilities for the group to wash its own linen. The classroom dedicated to the sole use of the group is light, warm and partially carpeted. Chairs, tables and cupboards consume much of the floor space, reducing the area available for easy movement and the acoustics tend to amplify noise. Blinds, neutral colour schemes and children's own art work help to create a child-friendly environment where children feel welcome and at ease.

Safety precautions are very good. Members of staff are alert to unsafe actions and respond promptly. For example, when children rock on the legs of chairs members of staff remind them of safe practice. Children are aware of rules designed to protect their safety. For example, children know that they are not allowed in a section of the playground unless a member of staff is present. Children can easily access other rooms or get lost, therefore they are always accompanied to the cloakroom and this precaution minimises potential accidents. Risk assessments on activities are undertaken. Good precautions that actively involve children create a safe environment where they learn to assess how their actions affect others.

Satisfactory arrangements are in place to safeguard children. For example, staff members are aware of signs that may be symptomatic of abuse or neglect and know what action to take. These precautions help to protect children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Opportunities for children to enjoy their time at the after school club are good. For example, they are greeted by name and with a smile by members of staff. They sit together with particular friends, chatting and laughing together. Conversations, jokes and eye contact are exchanged and the laughter rises as they relax and unwind. Tea and drinks are served by members of staff and this limits children's ability to develop independence. Children play well together, co-operating in small groups, pairs or with members of staff. For example, they enjoy games of chess and draughts, build

complicated structures of Lego or colour, paint and cover with glitter pre-drawn pictures and shapes. The latter are carefully labelled with children's names and put to one side to dry. Children thoroughly enjoy the experience of being in the group and describe the pleasure and fun they have playing football, being with friends and creating artistic collages. Children choose to play with materials that attract their interest including Action Man, letterset and cards. All children are animated and involved in their activities and clearly take pleasure in these.

Relationships between children and members of staff are good, for example, eye contact, smiles, laughter and hugs are cheerily and often exchanged. Members of staff speak to children in a friendly, encouraging tone of voice, initiating conversations and talking with pride about their accomplishments. They are aware of and kindly responsive to children's individual temperament, interests and talents. Warm and affectionate relationships result in children developing good self-esteem and confidence in their abilities.

A good range of equipment is available and this is easily accessible, stored in boxes on the floor, low cupboards or shelves and is clean and safe. Toys and materials are suitable for children of differing ages, abilities and interests. Growing tomatoes, watching television, having water fights, playing games and participating in organised competitions such as 'It's a Knockout' add interest and excitement to children's experiences.

### **Helping children make a positive contribution**

The provision is good.

Satisfactory provision is made to ensure all children have the same, equal opportunity. For example, staff members believe boys and girls should have access to toys and activities of their choice without typecasting either gender. However, girls perceive that they should ask boys for permission to play football or go to members of staff. Toys that reflect a positive image of people with a disability are not available and therefore children have fewer opportunities to appreciate this issue in their play materials. Books, matching cards, small world people, puzzles, dolls, puppets and flesh toned pencils portray a positive image of people from different ethnic origins and this helps children to value and respect diversity in society.

Arrangements to care for children with an additional need are satisfactory. For example, the environment is adapted for children with a physical disability. These arrangements result in all children feeling welcome and included.

The management of behaviour is good. Members of staff know children well and adapt their approach to take their temperament into account. Rules are straightforward and easy for children to understand. The emphasis is on members of staff taking a positive approach. Praise is genuine and kind. Smiles, eye contact, hugs, kisses and endearments are frequent and natural. As a result children develop good self-confidence and high self-esteem.

## **Organisation**

The organisation is good.

Children enjoy playing in a well-organised, happy environment, secure in a routine adapted to individual needs and able to choose activities of most interest to them. They benefit from the care provided by kind, skilled and enthusiastic members of staff. Policies, records, systems and documents are up-to-date, comprehensive and stored in a confidential manner. Good recruitment and employment procedures ensure the staff team are well-qualified in child care and that they remain committed to good quality care for children. An excellent system is in place that involves children in safety assessments. As a consequence they are able to assess the dangers inherent in their games, develop an awareness of their capabilities and how their actions affect others' safety. Children are protected and supported by comprehensive administrative systems designed by the group, to ensure all their needs are met. The group meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children have access to play materials that portray a positive image of people with a disability
- develop children's understanding of gender roles to ensure girls and boys feel able to participate in all play opportunities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)