

# Sudbourne Primary School (Kids' City)

Inspection report for early years provision

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<b>Unique reference number</b>	EY371815
<b>Inspection date</b>	02/03/2009
<b>Inspector</b>	Mauvene Burke
<b>Setting address</b>	Sudbourne Primary School, Hayter Road, LONDON, SW2 5AP
<b>Telephone number</b>	TBC
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

Kids' City at Sudbourne Out of School Club is one of a number of provisions run by Kids' City, a registered charity. It opened in 2008 and operates from Sudbourne Primary School situated in the Brixton Hill area of the London Borough of Lambeth. It operates from 08:00 to 18:00 during the school holidays and from 15:30 to 18:00 during term time.

A maximum of 50 children may attend at any one time (Early Years Register, compulsory part of Childcare Register, voluntary part of Childcare Register). There are currently 85 children on roll from four years to ten years; of these six children are in the early years age range. The group supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

There are six members of staff, four of whom work on a part-time basis or as required. All hold appropriate early years qualifications to at least NVQ level 2 and have attended an Introduction to Playwork course.

## Overall effectiveness of the early years provision

The overall quality of the provision is good. Links with the school in which the setting is situated are very good. Well trained staff provide splendid care and well planned learning opportunities for all children. As a result, children enjoy a wide range of activities and in particular, outcomes for their personal development and health awareness are especially good. Systems to identify individual needs and to involve parents are admirable, thus ensuring that an inclusive environment is created. Self-evaluation is in its infancy stage and is being given a high profile, therefore the capacity to improve is good.

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

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

- improve the use of observations and assessments to identify learning priorities

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment of the radiators in the main hall to ensure that they do not pose a risk to children (Suitable premises, environment and equipment)

27/03/2009

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

The day-to-day provision is well organised and the staff work very effectively as a team. The manager and deputy both work in the school during the school day; this is a bonus for the setting as this means that they know the children very well and have already formed excellent relationships with them. This is particularly valuable with regard to the youngest children who receive very caring support at the end of a tiring school day. The recruitment process is rigorous, thus ensuring that children are cared for by staff that are well qualified and suitable to work with children. They create a positive, happy atmosphere in which children feel safe and secure and know that their needs will be met. The setting has made a satisfactory start to self-evaluation by canvassing both the views of parents and children, albeit, this mostly pertains to children in the older age range as opposed to younger children. The manager has clear visions for the future of the after-school club.

There is a comprehensive range of policies to ensure the welfare of the children. There is a risk assessment in place that is reviewed regularly. Nonetheless, on the day that the inspection was carried out, the radiators in the main hall were found to be very hot. This could compromise children's overall safety. Staff at the setting establish and maintain effective partnerships with parents through good communication systems. Procedures such as those for collection of children at the end of the session are very effective and children's overall health and safety are well catered for. Parents are keen to comment about the effectiveness of the club and speak very highly of it. There is a strong commitment to inclusion which ensures that the needs of all children are gathered in detail at the time of placement. The policy of the setting for children identified as requiring extra support is successfully being implemented. Staff work in partnership with parents, the school and with outside agencies to ensure that children gain as much as possible from activities.

## **The quality and standards of the early years provision**

Children come into the club happily and settle quickly. They know what is expected of them and are clear about the routine for the afternoon, waiting patiently on the carpet for all the children to join the group. During this time, children catch up with their friends and discuss the day's events.

Children's activities are monitored and recorded by staff in individual learning profiles. These cover some of the activities children are involved with and provide a brief record of children's progress, though not in all areas of their development. The current system does not identify children's next steps. The manager has identified this as an area for improvement and is currently working on changing this format. Equally, activities are not formally linked to the areas of learning of the Early Years Foundation Stage (EYFS). This too is being developed.

Children in the early years age group are in the minority and some activities, such as drawing pictures of themselves to represent a fairy story, are quite challenging for them. Therefore, they lose interest quite quickly, preferring instead to join in

with construction play. They particularly enjoy listening to stories, showing their interest by asking for the story to be repeated. Children's personal and social development is particularly well catered for. They confidently approach the adults caring for them and are eager to share their experiences. Children are able to make their own choices about what they want to do during the afternoon session and there is a good balance of adult-led and child-initiated play. Their behaviour is exemplary. They understand boundaries and expectations of their behaviour, this is evidenced in the way they respond to staff and towards each other. Their self-worth is promoted because staff recognise and award their achievements. Good opportunities are in place for children to learn about their community and the lifestyle of others through the celebration of festivals and through the well informed books on offer. Children's knowledge of keeping themselves safe is further displayed in their clear knowledge of the fire drill. Children have excellent opportunities to learn about the importance of being healthy. They have healthy snacks and have been involved in cooking healthy foods, and participate in outdoor and indoor physical activities.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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.