

Kidscape After School Club

Inspection report for early years provision

Unique reference number	EY373973
Inspection date	02/04/2009
Inspector	Lynn Palumbo
Setting address	Risley Avenue Primary School, The Roundway, LONDON, N17 7AB
Telephone number	0208 292 4835
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Type of setting	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 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.

Description of the setting

Kidscape After School Club was registered in 2008 and operates in the London Borough of Haringey. A maximum of 40 children may attend the club at any one time. The setting is open from 15.30 to 18.30, Monday to Friday, during term-time and from 08.30 to 18.15 during the holidays. They have access to a main play hall, children's toilet facilities, an enclosed sports facility and enclosed outdoor area, which is easily accessible. Children are collected from local schools. There are currently 78 children on roll, of which six are in the early years age group. Children attend different times of the week.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy the time they spend exploring the play environment, which is welcoming and provides an inclusive service for everyone. Staff meet the individual needs of the children by working positively and promoting their self-esteem. Children make sound progress in their learning and development as they have a satisfactory range of appropriate play experiences with which to engage and have fun. The managers have the capacity to self-evaluate their practice with children and strive towards constant improvement for the children's benefit, for example, they are keen to enhance their knowledge and understanding of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge of the areas of learning and make systematic observations and assessments of children's achievements, interests and learning styles, and use these to identify learning priorities and to plan relevant and motivating experiences for each child. Also, ensure details of children's achievements are contributed to the child's profile at primary school.
- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development through all the early learning goals.
- ensure children's behaviour is managed effectively to enable them to understand what is expected of them.

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

- ensure a paediatric first aid qualification is in place
(Safeguarding and promoting children's welfare)

25/05/2009

The leadership and management of the early years provision

The manager evaluates practice by identifying what the setting does well and the areas in which they need to develop, for example, staff have sound understanding of medical and emergency procedures but a paediatric first aid qualification is not in place. This is not in line with the requirements of the Early Years Foundation Stage. The manager is enthusiastic and committed to developing the service.

Appropriate recruitment and vetting procedures are consistently undertaken for all staff. The manager deploys staff to supervise children who play within the different areas of the club or school playground. Staff have a friendly relationship with parents, for example, they are told about children's experiences each day and staff pass on relevant information from the local primary school. Although parents are involved with their children's learning through basketball and team games, overall, they are not given sufficient encouragement to find out about their child's stage of development and their next steps for learning through all the learning goals.

Documentation is organised and there is a range of policies and procedures in place to support practice, which are shared with parents. Children are safeguarded as relevant records are maintained and appropriate safeguarding measures are in place, for example, staff are aware of who to contact regarding child protection issues. They ensure there are no obvious safety hazards for children in the setting, to keep them safe. They have in place appropriate fire detection and control equipment, for example, smoke detectors are in place and fire exits are clearly identified.

The quality and standards of the early years provision

Children are collected from local schools and walk into the club happily; they place their bags and coats neatly in a safe place and staff discuss with them the events for the afternoon and support their self-esteem. Staff have an understanding of the Early Years Foundation Stage framework and guidance, and children are making some progress across the areas of learning. However, staff are not always sufficiently observing children in their play to help plan activities based on individual needs and for their next stage of development. Children have good opportunities to develop their gross motor skills as they explore space and movement, for example, they energetically play football, skip with ropes, play tennis and climb on a variety of activity frames. In addition, they attend trampoline, swimming and roller skating sessions. They are sociable, make friends with each other and play in pairs or in groups. Children develop their writing skills as they make marks and write words relating to people within their family, this work is published in 'me and my family books'. However, there are insufficient opportunities to read a wide range of books to develop their reading skills. Children develop their creativity as they sing playground songs and use their imagination through group games such as duck-duck-goose. Children have access to a number of resources and play materials, which reflect diversity, such as cultural costumes. They learn the story of Diwali and the Chinese New Year through creating cards. Furthermore, they learn about important events in relation to black history.

Children are learning to be healthy. They are cared for in a setting where good hygiene procedures ensure the health of the child. For example, they wash their hands after attending outside play and before they eat their snack. Children are offered a nutritious healthy snack, such as a range of fruit, salad and sandwiches, which they all enjoy. Those with allergies receive appropriate alternatives. Children's independence is not always promoted, for example, children are not able to self serve foods from a serving dish. Whilst sitting at the table they are well behaved and recite prayers. Children are learning to be safe, for example, they take part in fire drills and learn to walk safely within play areas. Children attend 'meetings' where they establish ground rules to help them to learn how to manage their own behaviour. In addition, older children are selected to be leaders and act as role models for the younger children. Overall, children's behaviour is generally managed with positive methods. However, some children do still display inappropriate behaviour, which has a negative impact

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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