

Kids In Charge Ltd

Inspection report for early years provision

Unique reference number EY355121
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Inspector Jennifer Liverpool

Setting address Wanstead Youth Centre, Elmcroft Avenue, London, E11
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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

Kids in Charge Ltd is a privately owned after school club and holiday play scheme. The setting is situated in the Wanstead area within the London borough of Redbridge. It opened in 2007 and operates from four main rooms which includes an art room, large hall, computer suite and large canteen and eating area. There is also access to a gym hall, a secure enclosed outdoor area for play and the neighbouring school playing field. All rooms are located at ground floor level. The setting is open each weekday from 15.00 to 19.00 during term time and from 08.15 to 18.30 in the school holidays and inset days, though not including Christmas holidays.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the setting at any one time. There are currently 60 children aged from three to under eight years on roll. The setting also cares for children aged eight to under 12 years. The setting currently supports a number of children with learning difficulties and/or disabilities and children who are learning to speak English as an additional language.

There are 15 members of staff, nine of whom hold appropriate early years and play work qualifications to NVQ level 2 or 3. Three staff members are working towards appropriate qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children attending the after school and holiday play scheme sessions are making good progress in their learning and development overall; however, they are succeeding very well in their personal, social, emotional and physical development. Effective steps are taken to ensure children are safeguarded and their good health and physical well-being is well supported. The strong partnership with parents and the encouragement given to children to participate in decision-making promotes inclusive practice. The management and staff appreciate their strengths, recognise the areas for development and consequently they are fully committed towards maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that children who attend the holiday play scheme have opportunities to practise the procedures for emergency evacuation
- expand the system for observational assessments to identify the next steps in children's learning and development

The leadership and management of the early years provision

The process for formally monitoring and evaluating the provision is relatively at the early stages. However, the leadership and management team are clear about their objectives and aware of their strengths and the areas for improvement through feedback from staff team meetings. In addition to this, parents and children are involved and contribute to the ongoing improvements of the setting. For example, the successful implementation of a key person system, which ensures good quality support and care, is given to children throughout the session. Subsequently this has enhanced the children's emotional well-being and confidence, as well as strengthening the partnership between their parents and the staff. The setting welcome support visits from external agencies and their commitment to attending ongoing training has lead to improved outcomes for children.

On the whole, staff work well with parents in a number of ways, such as, keeping parents well informed about their child and the provision through parents' meetings, informal feedback and informative notices that are prominently displayed. Parents write complimentary remarks about the setting; particularly about the staff's friendliness, their child's enjoyment and the extensive range of activities offered to children. The management and staff are linking with the teachers at the schools and exchanging relevant information which contributes to the welfare of children. There are appropriate systems in place to support children who have additional needs. Close liaison with parents and outside agencies ensures that all children's needs are planned for and met. Children develop an appreciation for their own and other cultures as they find out about the traditions and beliefs through discussions and celebrate religious and seasonal festivals, such as, Chinese New Year, St Patrick's Day and Easter. Overall, the setting is committed to promoting an inclusive environment for children.

Policies and procedures are in place to promote the welfare of children. Staff are confident in their knowledge of the procedures for protecting children from harm. Robust systems for checking the suitability of staff, as well as secure measures that ensure that all visiting teachers or instructors are suitably checked, means that children are successfully safeguarded. Good supervision and security procedures, and comprehensive risk assessment conducted indoors, outdoors and when taking children to and from school, contributes to keeping children safe. However, whilst children who attend the after school sessions are well familiar with the practice for fire evacuation procedures, the children attending the holiday play scheme do not have a good understanding of the routine. This is because they are not yet provided with opportunities to participate in the fire drill practises.

The quality and standards of the early years provision

Children achieve well and make good progress in the six areas of learning, though they are particularly flourishing in their personal, social and emotional and physical development. Staff provide children who attend the after school and the holiday play scheme with a wide range of stimulating and purposeful activities that meets with children's interests as well as ensuring new challenges. For example, children

demonstrate their abilities of problem solving through making puppets with movable body parts and designing complex models from construction sets. During the school holiday a wealth of exciting activities are planned to keep the children motivated and curious. They go on regular outings, for instance to the forest where they participate in pond dipping, using fishing nets and magnifying glasses to closely examine insects.

The setting is a happy place where children feel secure and at ease with staff who are warm and friendly. Each child is assigned a key person and this enables staff to know the children very well. Regular observation and assessments are undertaken, which helps to ascertain children's interests and achievements; however, it is not yet used to identify children's future learning needs. Children behave exceptionally well. They are polite and considerate towards each other. Children's participation in team sports and role-play games enables them to show skills in cooperation and negotiation, and develop positive behaviour. Their contribution in the planning of meals, ongoing improvements, and together with their parents voting for the employee of the month, are highly valued.

Children's good health is highly promoted within the setting. The choice of snacks and foods on offer is nutritious and varied. Children learn the importance of a healthy diet by helping to plan the menu and they enjoy making sandwiches for their tea. Children are provided with great opportunities to take part in a vast range of physical activities after school and during the holiday play scheme. This is because children have access to extensive play spaces indoors and outdoors and engage in physical activities daily. They thoroughly enjoy playing in physical games that they initiate themselves, such as 'duck duck goose' and 'tag'. Children demonstrate competence in ballgames such as, football. Visiting instructors coach children in developing skills in basketball and also in street dancing and salsa. In addition to this, children have access to participating in karate and gymnastics classes held on the premises.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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