

# Kids' City at Jubilee Primary School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY384713
<b>Inspection date</b>	28/04/2009
<b>Inspector</b>	Elizabeth Anne Coffey
<b>Setting address</b>	Jubilee Primary School, Tulse Hill, LONDON, SW2 2JE
<b>Telephone number</b>	02086839606
<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 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' City at Jubilee Primary School is one of a number of provisions run by Kids' City, a registered charity. It opened in 2008 and operates from Jubilee Primary School situated in the Tulse Hill area of the London Borough of Lambeth. The group have use of a ground floor playroom, first floor gym and an outdoor playground. It currently operates from 15:00hrs to 18:00hrs term time only.

A maximum of 40 children may attend at any one time (Early Years Register, compulsory part of Childcare Register, voluntary part of Childcare Register). There are currently 31 children on roll of these four children are in the early years age range. The group welcomes children with learning difficulties and/or disabilities and children for whom English is an additional language.

The club is run by a manager and deputy who both hold relevant childcare qualifications. Additional bank staff are employed when needed. All staff attend an Introduction to Playwork course as part of their induction. Specialist staff in football and other sports are employed, in addition to the regular staff, to provide coaching sessions for the children.

## Overall effectiveness of the early years provision

The overall quality of the provision is good. The club has fostered good links with the school and also acts as a good intermediary between home and school ensuring that relevant information is passed between the two. A committed and enthusiastic staff team provide well-planned play and learning opportunities for all children. As a result, children enjoy coming to the club and spend their time there engaged in meaningful play and activities. There are sound systems in place to identify children's individual needs and parents are kept well-informed about the club and their child in particular. Systems for self-evaluation are in the process of being developed to ensure that areas for ongoing improvement are identified.

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

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

- further develop the use of observations and assessments to identify and plan next steps in children's learning
- develop self-evaluation processes to guide future development and improvement

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

- ensure that there is a system in place to notify Ofsted of any change to the person who is managing the early years provision (Suitable people)

14/05/2009

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

Records, policies and procedures required for the safe and efficient management of the setting are in place. The staff work well as a team with clearly identified roles and responsibilities. Good staff deployment ensures that the children are appropriately supervised and supported. Input and advice from head office, covering aspects such as recruitment, and financial matters ensures that the setting's staff are able to focus their attention on the day-to day running of the club. However, the provider has failed to notify Ofsted of a change in manager at the setting. This is a breach of regulations. The setting has begun to self-evaluate and recognises this as an area for further development, to help clearly identify targets for further improvement. Risk assessments systems are in place to promote health and safety and staff are vigilant in addressing any hazards without delay. Staff have a sound understanding of safeguarding and written policies and procedures underpin their work and guide them in the event of any concern. The setting demonstrates a commitment to inclusion, clearly identifying the needs of individual children and ensuring that the service they provide addresses and encompasses their needs. Partnership with parents is sound. There are good systems in place for sharing of information and parents' satisfaction with the service is significantly high.

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

Children enjoy coming to the after school club and describe it a 'a fun place-with lots of things to do'. They are confident in their surroundings and know the routine well. Children select toys and resources independently and initiate their own games in small and large groups. The use of external staff for the coaching of sporting activities provides extended opportunities for the children to develop their skills and competencies. They enthusiastically join in team games and coaching sessions such as football and Tae Kwando and enjoy learning new skills.

Skilled staff take direction from the children and support them well in their activities, knowing when to offer guidance and support and when to oversee and supervise the children. Children make links between what they learn at school and at the club through well planned activities that interest and engage them. For example, a group of children who had been on a school trip to the zoo, excitedly recall and relive their experience as they play with the toy wildlife animals. Staff extend this activity talking to the children about the natural habitats of the animals and the countries they originate from.

Behaviour of children is very good. They are involved in drawing up the club's rules and understand what sanctions are in place if they misbehave. Children feel listened to and able to voice their views and opinions. They are clear that any form of bullying is not tolerated and feel that if they have a problem or worry that they can approach the staff. Children develop friendships with their peer group and children from other year groups in the school. They play cooperatively together in mixed gender and age groups and demonstrate care and concern for others.

Children learn about their community and the lifestyle of others through the celebration of festivals and through books and resources on offer. Staff readily engage children in discussion about their home life and family customs such as a recent wedding or celebration and this helps promote children's self-esteem and confidence.

Children's health is well-promoted. They enjoy nutritious snacks and drinks and staff engage them in conversation about healthy food choices. They have daily physical activity, both in the school gym and in the outdoor playground. Here they develop their coordination and dexterity as they skip, play football, bounce on space hoppers and ride bikes. Staff have begun to complete observations and assessments on children in the early years age group. However these are not yet clearly linked to identify the next steps in children's learning. The staff have identified this as an area for development.

## 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?	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 14/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 14/05/2009