

The Kids Club at Byron Court Primary School

Inspection report for early years provision

Unique reference number	EY378017
Inspection date	13/05/2009
Inspector	Kath Beck
Setting address	Byron Court Primary School, Spencer Road, WEMBLEY, Middlesex, HA0 3SF
Telephone number	07932 984664
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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

Kidz Club After School Club is one of three run by the same provider. It was registered in July 2008 and operates from Byron Court Primary School in South Kenton, Middlesex. The setting is open from 15.30 until 18.00 each day in term time and from 09.00 until 18.00 during the Easter and summer holidays. In term time a maximum of 32 children under eight can attend, but no more than 16 may be under five years of age. At the time of the inspection, there were 32 children on roll, but only three were under five. During the holidays up to 40 children may attend, but no more than 16 can be under five years of age. The setting also admits children who are older than eight. Children with English as an additional language or with learning difficulties and/or disabilities can attend the setting, although there are none on roll at the present time. The setting has use of the school's canteen, two toilet blocks, playground and field. The canteen is separate from the main school building. Three staff care for the children. The manager is qualified in NVQ Early Years to Level 3 and is studying for her Level 4 qualification. An assistant is qualified to NVQ Level 2 in Playwork. The third member of staff is newly appointed and has yet to undergo training. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the early years provision within the setting is inadequate and requires significant improvement. The registered person is given a Notice to Improve that sets out the actions and recommendations to be carried out. Children enjoy attending the club as the staff take time to play with them, listen to their points of view and look after them. The different cultures represented are celebrated. Children's welfare needs are catered for satisfactorily, although there is work to do to improve risk assessments. Staff knowledge about the assessment arrangements and learning and development programmes for the children under five is not sufficient enough to ensure that their unique learning and developmental needs are catered for fully. Although the leadership and management are not having the effect on learning that they should, the club has a satisfactory capacity to improve. This is because staff are keen to learn and to improve the provision for the children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure risk assessments are carried out systematically (Suitable premises, environment and equipment) (also 30/06/2009

- applies to the both parts of the Childcare Register)
- undergo training to implement fully the learning and development requirements (Organisation) 30/09/2009
- undergo training to implement fully the assessment arrangements (Organisation) 30/09/2009

To improve the early years provision the registered person should:

- monitor the quality of the provision through regular quality checks and identify clear targets for improvement

The leadership and management of the early years provision

The current leadership and management, since its registration, has ensured that there is a welcoming atmosphere where children's views are taken into account, especially with regard to the activities they wish to take part in and the food they wish to eat for snack each week. Some activities are set out before the children arrive, but children can choose from a limited range of other resources if they prefer. Children enjoy talking to the adults about their day and playing with their friends. A partnership has been established with parents who are very supportive of the club. Parents who met with the inspector stated that they value the creative activities provided, the care their children receive and that their wishes with regard to help with homework are treated seriously. Parents expressed their concern about the quality of the accommodation and its poor state of decoration and recognised the positive efforts of the leadership to improve the situation. Policies, procedures and records for the safe and efficient management are mostly in place, although they need to be updated to ensure the Early Years Foundation Stage requirements are fully met. Risk assessments are undertaken, but not consistently enough or systematically to ensure that each risk is recorded and reviewed regularly as required. There are no locks on the doors, but staff are vigilant about their supervision of children at all times. Registers are kept and staff only allow children to be released to their parents unless permission has been given for other arrangements. Checks are made to clarify that staff are suitable and new staff or volunteers are not allowed to work alone with children until they have received the appropriate clearance. Procedures to monitor the quality and outcomes of the provision are at an early stage of development. Staff talk informally about what can be done to improve the setting, such as interacting more with the children, but do not check if this has been implemented. They seek the views of the children, but do not routinely ask parents about their children's needs and interests or the strengths and areas for development in the setting. Similarly staff have yet to identify rigorously enough the strengths or main priorities of the provision for further improvement in order to devise actions. That said they are aware that their previous training in the Early Years Foundation Stage Framework has not resulted in the full implementation of the requirements for learning and development or assessment and are determined to correct this weakness.

The quality and standards of the early years provision

The setting promotes the welfare of the children appropriately. Children's health and the development of their contribution to the community are priorities with good outcomes. Routines ensure that children learn about the importance of personal hygiene. A recent focus on healthy eating enabled children to contribute to the menus for the healthy snacks they eat each day that also meet their varying dietary requirements. Snack time is used to develop children's social skills successfully, including good manners and respect for different points of view. Older children serve the younger ones, following the adult models of good practice when serving food. In addition, time is set aside for lively outdoor games and exercise. Children contribute their ideas to activities, such as fashion shows, cultural events and games that they have thought up for themselves. This means children cooperate well and they are beginning to acquire the skills they need to work successfully with others in their future lives. Behaviour is mostly well managed, through the positive relationships between staff and children. Most of the time, children move around the accommodation safely, avoiding the additional kitchen equipment stored in the main room. Resources for indoor and outdoor activities are limited, in part because storage space for the club is restricted. This hinders the range of opportunities that are offered to the children. Staff try to be creative to overcome the limitations, but the lack of knowledge relating to the specific learning and development needs of the children who are under five means they do not make the progress they should. Planning does not take into account their unique needs and they are often drawn into the activities for the older children that are not always appropriate for them. The lack of assessment through observation to track children's progress across the areas of learning means staff cannot plan effectively or report accurately, through the key worker, to parents about their child's progress and achievements. Currently the setting has few links with other agencies, including the school, to ensure the youngest children's learning needs are fully met. In the past it has worked with key workers of children with learning difficulties and/or disabilities and looks forward to doing so again.

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?	4
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?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
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?	4
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?	4
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?	3

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

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 30/06/2009

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 30/06/2009