

Kenley Out of School Clubs

Inspection report for early years provision

Unique reference number EY152992
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Inspector Madeleine Gerard

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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

Kenley Out of School Club (Southern Childcare Facilities Ltd) has been registered since September 2002. It is one of two provisions registered under the same provider which occupy separate buildings within the grounds of Kenley School, Whyteleafe, Surrey, the other being a kindergarten for children aged three months to five years. The out of school club is based in the school's dining room and the children have the use of the playing fields and school playgrounds. The out of school club operates Monday to Friday from 07.30 to 09.00 and 15.00 to 18.00 during term time and from 07.30 to 18.00 during the school holiday period. The out of school club provides places for children attending Kenley Primary School and offers a collection service for children of other local primary schools.

Kenley Out of School Club is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is registered to care for 30 children from four to eight years at any one time. At present there are 35 on roll, five of whom are in the early years age group. The club employs three staff. Two of the staff, the manager and deputy, have early years qualifications to level 3, and the other is working towards a National Vocational Qualification at level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are settled and secure within the group. All children are included in a range of activities. The manager undertakes some self-evaluation and invites feedback from the children and their parents to identify key strengths and areas for development. Nevertheless, systems are not sufficiently robust to enable more searching analysis to take place in order for further improvements to be made. Children's progress towards the early learning goals is currently not clearly tracked to support staff in planning the next steps in children's learning.

What steps need to be taken to improve provision further?

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

- develop systems for self-evaluation, to enhance opportunities for continuous improvement in promoting the outcomes for children
- develop assessments to clearly record children's progress towards the early learning goals

The leadership and management of the early years provision

Children's welfare is promoted effectively as staff consistently implement the required policies and procedures. Regular checks are made to ensure that the setting provides a safe environment. Staff have a clear understanding of their responsibility to keep children safe. Children are supervised by appropriately

qualified practitioners. Two hold a level 3 qualification and one is training for a level 3. The manager is trained in first aid. The premises are secure and risk assessments are carried out for different types of activity. The admission form includes all the information required, including parental permission for seeking medical treatment. Policies, records and procedures are in place and used to promote the welfare of the children. Checks on adults working with children are properly in place.

Staff review activities and children's activities in the club, although planning for improvement is not yet established as a systematic process. Some systems are at present underdeveloped which makes detailed analysis difficult. For example, the club's record of its self-evaluation and review of activities indicates the need for more rigorous monitoring in order to make further improvements. Staff plan activities based on children's interests and needs. Partnership with parents is satisfactory overall. Parents receive useful and timely updates about events and activities through discussion and via display. They are provided with details of how they might complain but none has had cause to do so. However, systems to record in more detail the progress their children are making using the most recent national criteria are not established.

The quality and standards of the early years provision

Staff create a welcoming environment where all children are included. Children feel safe and are developing a satisfactory understanding of what will make them healthy. They take turns to prepare their own snacks, observe good table manners and are responsible for tidying up the toys and equipment used. This encourages them to take on responsibility and prepares them soundly for their future lives. Positive relationships enable staff to manage the children well. Consistent boundaries from staff help children to learn how to behave responsibly as they remind children how to think about the effect their behaviour has on others.

Children are provided with a suitable range of activities to help them make sound progress across all areas of learning. A flexible approach to activities during the term time sessions responds to children's needs and interests. Children settle quickly into the relaxed routine, where they can play with their friends after their busy school day. There is an appropriate balance of quiet and physical activities, as there is with opportunities to select activities for themselves and those led by adults. For example, children enjoy using modelling balloons, construction toys and sitting on cushions listening to stories read by adults. The choice of activities enables children to progress adequately across all areas of learning. In the outside areas, children share equipment, play team games and enjoy using the climbing apparatus in the school playground. However, staff do not use systems to clearly track children's progress towards the early learning goals. As a result, they are not able to analyse fully children's overall progress in the setting. During the school holiday sessions, staff plan a wide variety of fun activities, including jewellery creation, pizza making, outings to the cinema and visits to local activity centres.

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?	3
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