

Kidscape After School Club

Inspection report for early years provision

Unique reference number

EY381877

Inspection date

30/09/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Kidscape After School Club is an after school club and holiday play scheme run by Kidscape After School Club Ltd. It opened in 2008 and operates from the large hall and an additional room at Raynham Primary school in Edmonton in the London borough of Enfield. A maximum of 45 children may attend the play scheme at any one time. The provision is open each weekday from 15.00 to 18.15 during term time and from 08.30 to 18.15 in school holidays. All children share access to a secure enclosed outdoor play area. All children attending are pupils of Raynham Primary school.

The after school club and holiday play scheme is registered to care for a maximum of 45 children under eight years at any one time, 20 of which may be in the early years age group. There are currently 16 children aged five years to under eight on roll, two children are in the early years age range. The after school club and holiday play scheme currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The after school club and holiday play scheme employs three members of staff. Of these, three hold appropriate early years qualifications. The after school club and holiday play scheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are mostly met. They are relaxed and enthusiastic and begin to settle at activities that are available on the tables. Staff gather information initially from the parents and this forms a basis for children's individual profiles. There are sufficient partnerships with parents, offering the children consistency and support. They are kept mostly informed on an informal basis at the end of the session. Self-evaluation in the setting is generally undertaken by the providers, however this does not always extend to the manager and staff, consequently future plans are sometimes limited but improvements are made.

What steps need to be taken to improve provision further?

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

- improve access and increase the range of play equipment and resources to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- ensure there is a balance of adult-led and freely chosen or child initiated activities where opportunities for extending ideas, thinking and learning are provided

- provide a risk assessment that identifies all aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked
- provide an environment that creates a strong identity, supports learning, provides a balance of activities and a specific welcoming area where children can rest, read and relax

The effectiveness of leadership and management of the early years provision

Improvements have been made at the setting and the provider and manager are committed to addressing any weaknesses within their practice. However, the vision for improvement is not effectively shared with all staff working at the setting, consequently, levels of involvement and enthusiasm are not always consistent with those in charge. The manager has identified where she would like to make change and has considered an action plan to achieve these goals. For example, establishing a welcoming book area for children to relax and enjoy books and magazines.

Children have just begun their child profiles and observations have been completed by the key person, providing opportunities for staff to progress and support the child's learning and development. Play equipment and materials although accessible on the tables do not offer sufficient variety and range to always interest or support the children's development. For example, pencils and pens are available with a few pieces of paper. In addition, a small quantity of play dough is available with limited tools to manipulate and create. Children are sometimes frustrated and eventually lose interest, although some resources are adequate to support the children's learning. For example, children enjoy tracing letters in the sand tray. Planned goals in learning and development are not being achieved consistently. Children developing interest in numbers and calculation during school time have no opportunities to support this through play. Laminated number sheets do not present sufficient challenge neither do staff use them effectively to create interest.

The manager is involved and enthusiastic and motivates the children in their play. However, staff are less involved and opportunities to extend the children's language, thinking and ideas are sometimes lost. For example, children play at the tables with limited interaction from staff. Children chatter about what they are doing and are offered no discussion that includes open ended questioning to extend their thoughts and creativity. Consequently, children do not always settle and focus for long.

The manager supports equality and diversity by offering children individual time and valuing their contribution. Children with English as a second language are supported through good relationships with the school and parents. Parents provide key words and visual markers are used to support communication within the group. Children learn about others and experience different beliefs, cultures and customs during the session. For example, children confidently share before snack time in the Muslim blessing for food and Christian grace. Games are used to support children experiencing some language difficulties. For example, children

enjoy a game of Chinese whispers where they carefully listen and repeat the words they hear.

Staff show good knowledge and understanding of child protection issues which helps them protect children from harm and neglect. They are clear about appropriate procedures to follow if they have concerns regarding a child's welfare. Appropriate policies and procedures are in place and easily accessible. The risk assessment although completed every day does not identify all hazardous areas and record who completed the checks. It is not always effective, for example the bathroom presented with wet floors, discarded paper towels and unflushed toilets. Consequently, children are potentially exposed to accidents and the spread of germs.

The quality and standards of the early years provision and outcomes for children

Although there are few children that attend the after school club that receive the Early Years Foundation Stage, staff's knowledge and understanding of their role in supporting and complementing what children are achieving at school is limited. They use mostly adequate resources, however the range and variety of experiences offered to the children is sometimes insufficient. Observation and assessment is used to influence planning, however this has not fully begun due to the beginning of the new school year.

Children demonstrated generally good behaviour and are learning to play cooperatively and to take turns. They respond well to the manager's firm manner when reminding them of behaviour boundaries which the children established together. Older children show warmth and care with the younger children and include them in their games.

Effective health and hygiene procedures are in place, staff implement these effectively to minimise the risk of cross infection. Children begin to understand the importance of personal hygiene. Children know they must wash their hands after going to the toilet and before eating snacks to prevent the spread of germs. Opportunities for children to be active, learn to control their bodies and develop their physical skills both indoors and outdoors are sufficient. Children competently use some small tools and equipment with increasing control, including scissors, dough cutters and glue pens.

Children move confidently around the large hall and approach the manager should they have any questions, concerns or comments. Children are aware of the ground rules and know that they help them to stay safe. They independently remind each other if they feel something is potentially dangerous, for example, running around the tables.

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

The overall effectiveness of the early years provision

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 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