

Sacred Heart Kidz Klub

Inspection report for early years provision

Unique reference number EY321230
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Inspector Peter Thrussell

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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).

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 Klub before and after school group opened in 2004. It operates from Sacred Heart Primary School, New Malden, Surrey. One room is dedicated to the club's sole use with access to the main hall, another classroom and the playground. The club serves the local community and surrounding parish.

A holiday club opens for seven weeks a year and provides places for 32 children aged three to under eight years in school holidays. The group provides places for 32 children aged between three to four years and has eight children on roll. The before and after school clubs provide places for 32 children aged between three to 11 years and has 32 children on roll.

Children attend for a variety of sessions. The groups open five days a week during term time only. Before and after school groups open from 08:00 to 09:00 and 15:20 to 17:30. Care is provided between 09:00 to 15:20 with children attending either the morning or afternoon session. The settings support children with special needs, a disability or who speak English as an additional language.

There are three full time staff members who work with children in the before and after school clubs and two in the group. Over half the staff team hold recognised childcare qualifications.

The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good for children in the Early Years Foundation Stage. The majority of children who attend the wrap-around provision during the day also attend the school's nursery, either in the morning or afternoon. Very close links ensure that planned activities complement those of the nursery and that individual welfare needs are fully met. Consequently, children make good progress in the different areas of learning. Portfolios of children's development are kept, enabling the next steps in their learning to be carefully planned. The before and after school provision is greatly enjoyed by children. They are able to choose from a good range of toys, games and equipment. Children are able to use some of the school's facilities, such as the hall, music room and playground area. Activities are well supervised by staff who are vigilant on matters of health and safety. Staff are particularly sensitive to the needs of young children at the end of a long and tiring day. The setting will soon be moving to more convenient premises within the school. Staff are using this as an ideal opportunity to make further improvements to the provision. The manager is aware that plans for the move must minimise the disruption to children's learning and take full account of parents' and children's views. Given the continuing good provision since the last inspection, and their success at addressing the areas for development, the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- provide a handbook for parents and carers
- ensure that the move to the new premises is carried out effectively and takes parents' and children's views into account

The leadership and management of the early years provision

The manager has very good oversight of the children in the Early Years Foundation Stage. She has been accurate, although at times cautious, in her evaluation of the setting. Staff are deployed carefully to ensure that children are well supervised. They understand child protection procedures and are suitably trained in first aid. Training needs are well catered for, allowing staff to keep up-to-date on new developments and requirements. The setting's own observations of children's progress in the different areas of learning complement those of the school's nursery. This ensures that activities are well planned within the different areas of learning and take full account of children's development. All records, policies and procedures required by regulations are in place and contribute to the efficient management of the setting. Parents and carers have access to these, but there is no booklet provided for them giving essential information on the setting. There are systems in place for the safe arrival and departure of children. Improvements since the last inspection ensure that girls and boys have equal opportunities to play well together.

The quality and standards of the early years provision

Children are provided with good range of activities to help them make progress across all the areas of learning. Good use is made of a secure outside area which is shared with the school's Early Years Foundation Stage. They also use the school's playground area where children can take part in different games and can choose from a suitable range of equipment. Physical activity and healthy snacks help children develop a growing awareness of the importance of healthy living. They understand the need for personal hygiene that is fully promoted and expected by staff. Children understand the importance of behaving sensibly and showing regard for each other because adults emphasise the importance of playing safely and showing concern for others. This is clearly evident in the after-school club, where children of all ages play very well together and look out for each other. This is further evidence of their good level of personal and social development. The new accommodation will provide more space, so that children can play a greater part in, for example, setting out equipment and helping with refreshments. This too, will enhance the opportunities for personal and social 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

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?	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

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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