

# Kinder After-School Club at Shears Green Infant School

Inspection report for early years provision

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<b>Unique reference number</b>	EY385512
<b>Inspection date</b>	18/11/2009
<b>Inspector</b>	Lara Hickson
<b>Setting address</b>	Shears Green Infant School, Packham Road, Northfleet, GRAVESEND, Kent, DA11 7JF
<b>Telephone number</b>	01474 566700
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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

Kinder After-School Club at Shears Green Infant School was registered in October 2008. It is owned and managed by Kinder Groups Limited. It operates from a main hall and an IT suite at the Shears Green Infants School in Gravesend, Kent. A maximum of 40 children between four and eight years may attend at any one time, of these 20 may be on the Early Years Register. Currently there are over 30 children on roll, 15 of whom are in the early years age range. The club is also registered on the compulsory part of the Childcare Register and voluntary part of the Childcare Register. The club is open each weekday after school until 6.00pm and offers full day care during school holidays. Children have access to the secure school playground and field. The club is located on the ground floor.

The out of school club employs a supervisor, who holds a Level 3 qualification and two or three other staff, with appropriate early years qualifications, depending on the numbers of children attending.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out of school club staff have a sufficient knowledge and understanding of the Early Years Foundation Stage to effectively promote the learning and developmental needs of younger children. Children really enjoy their time at the setting and participate in the different activities available which cover the six areas of learning. Although staff have developed very positive relationships with parents currently the setting is in the process of actively involving parents more in their child's learning. Effective systems are in place for the setting to improve their provision through self-evaluation and the completion of training courses by the staff team.

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

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

- increase resources depicting diversity and disability to enhance children's knowledge and awareness
- further develop observation and assessment systems to include the next steps of learning to ensure children are reaching the early learning goals
- continue to extend opportunities for parents to be involved in their child's learning within the setting

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

Children are safeguarded well within the setting because staff supervise children closely and appropriate equipment is in place to ensure their safety. All necessary

checks have been completed on all adults working with children and staff are fully aware of the importance of not leaving anyone who is unvetted alone with children. Comprehensive policies and procedures are in operation within the setting which guide staff and inform parents and these are developed further through an annual review system. Staff demonstrate a good understanding of Local Safeguarding Children Board procedures and a safeguarding policy is in operation which outlines procedures they would follow in the event of a concern. This includes procedures to follow if an allegation is made against a member of staff. Effective fire evacuation procedures are in operation and fire drills are completed regularly to ensure that all children are aware of the procedure to follow in the event of an accident or emergency.

Comprehensive risk assessments are in place and cover all areas of the setting both inside and in the outdoor area. A separate risk assessment is completed for each outing and this is extremely thorough and includes a visit by staff to the outing site to fully risk assess it's equipment and provision. Very good arrival and collection procedures are in place within the setting to ensure children's safety. Children from a number of schools in the area are brought directly into the setting and the staff team liaise with the drivers to ensure all children are accounted for prior to the drivers leaving the premises. Staff will not release a child to an unauthorised adult and a security system is in place regarding emergencies and includes procedures regarding alternative collection.

Inclusion within the setting is good. For example, the setting supports children with special educational needs and/or disabilities, as well as children with English as an additional language. Child record forms include detailed information on any allergies, food intolerances, parental preferences and cultural requirements, enabling individual needs to be met effectively. However, although the setting has resources depicting cultural and linguistic diversity there are limited resources depicting positive images of disability.

A comprehensive self-evaluation form has been completed by the manager and this outlines how the setting meets children's individual needs and how practices are reviewed periodically and changed as required to improve outcomes for children. The manager liaises with other managers within the Kinder group and any recommendations made at other settings are put into place within the provision. The setting also works closely with an out of school coordinator. All staff have participated in training on the Early Years Foundation Stage and demonstrate a good knowledge and understanding of the Early Years Foundation Stage framework.

Partnership with parents is good and the manager is currently developing links with the reception teachers of the current children attending. The staff team provide brief verbal feedback to parents at the end of each day about how their child has been at the setting. Parent questionnaires are used to improve different aspects of the setting.

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

Children at the after school club arrive happily and settle in well. There is a balance of children attending the setting in the early years age group and children from the older age group on the compulsory and voluntary parts of the Childcare Register. The setting is friendly and welcoming and offers a wide range of activities, which effectively interest and challenge the children. Staff demonstrate how the needs of children in the early years age range are included in the overall planning of the after school club and activities provided are appropriate to their ages and stages of development. There are systems in place for planning, observation and assessment to ensure that the younger children's individual needs are met although currently these do not clearly identify their next steps of learning. The setting is in the process of introducing a new developmental record, the My story system and parents are being invited to help to complete this in consultation with their child's key person.

Children's health is promoted well within the provision as staff encourage them to develop independent hygiene practices, for example, good hand washing routines. The setting has written sickness procedures in place to limit the spread of infection and parents are aware of the exclusion periods for particular infectious illnesses. Children benefit from nutritious snacks such as spaghetti on toast with cheese, cherry tomatoes, fresh fruit and yoghourts. Fresh drinking water is available throughout the session and children are able to access this independently.

Behaviour is very good within the setting and any inappropriate behaviour is dealt with promptly and fairly through reminders and reinforcement of the ground rules. Staff encourage children to feel safe within the setting and to take responsibility for their own behaviour and safety. For example, when a child half sits on a chair staff remind him to sit on the chair appropriately and explain he may fall and hurt himself. Children's self-esteem is promoted continuously within the setting as their opinions and views are taken into consideration. For example, a suggestion box is in place for children and parent/carers to add any ideas and the manager is currently trying to establish a Children's Council within the provision. The setting has changed the provision as a result of the children's views, for example it has now introduced more cooking activities as children had highlighted in their Suggestion Box that they would like to do more cooking.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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