

Top Kids @ Wattenden

Inspection report for early years provision

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Inspector Clementina Ogunsanwo

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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

Top Kids was re-registered in 2009, following a change of ownership. It is one of three clubs owned by Top Kids Club Limited. The club operates from Wattenden Primary School in Purley. It has use of a kitchen and dining area and a large hall with direct access to an outdoor play space. Access to the after school club is suitable for those who have mobility difficulties and the setting is on the ground level. Children attend from local schools and there is a mini-bus collection from Beaumont and Hayes Primary Schools.

The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children under the age of eight, of whom no more than 20 may be in the early years age group, may attend at any one time. There are currently 38 children on roll of whom six are in the early years age group. The club also accepts children up to the age of 11. It operates Monday to Friday during the school term from 3.00pm until 6.00pm only.

Five members of staff are employed; one member has NVQ Level 3, one is working towards NVQ Level 3 whilst another is working towards NVQ Level 2. Two members of staff are unqualified.

The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting liaises with the local authority's Special Education Needs Section and has established links with the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Top Kids is a good after school club where children learn and have fun. Staff provide a range of stimulating and enjoyable games and activities. All children have equal access to the full range of activities and use of equipment. Parents and carers are happy and confident about the high quality of care and support their children receive. The club is very well resourced and has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that what children are to learn is clearly specified in planning documents and use the information from assessment to plan the next steps for children's learning.

The effectiveness of leadership and management of the early years provision

Staff ensure that the club runs smoothly on a daily basis. All required policies are in place and are implemented for the running of the club. Safeguarding procedures are implemented in the care of the children and risk assessments are carried out on a regular basis. Safeguarding the children is high priority and staff supervise and support children well during activities which promotes their safety and well-being. Well established systems for recording children's arrival and departure times help staff to keep track of children's movement. The good access to training enables staff to keep up to date with current developments in childcare practice although two new staff are yet to undertake the required childcare training.

The excellent partnership with parents encourages a valuable exchange of information which helps to ensure continuity in learning. This is supported by one parent's comment 'This is a good after school club, my child recently started and has settled well into the club'. Parents are provided with a good range of information when their children join the club and are informed about the club's activities, events and are provided with written daily updates on their children's welfare.

Children learning English as an additional language and those with special educational needs and/or disabilities are well supported, which enables them to access the available learning opportunities. A positive partnership with the local authority's special educational needs section, helps to assist staff to provide an inclusive service. Good links and partnerships with the school have also been established.

The wide range of good quality resources are used well for the care and education of the children although the potential is not maximised due to the limited storage facilities. Despite this, effective use is made of both indoor and outdoor accommodation to facilitate children's play and learning opportunities.

Self-evaluation is good. Managers are committed to developing the quality of provision. Regular attendance at the meetings of the Out of School Clubs' network is equipping leaders with sound ideas of how to make improvements within the club.

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

The after school club provides a stimulating range of activities which children undertake with a lot of enthusiasm. They enjoy and actively participate in the full range of activities provided. They have developed positive relationships and respond well to the staff that care for them. All children, including those who are new to the after school club, are happy and settle well into the daily routine. Opportunities are provided for children to make a positive contribution to the organisation of the club by devising a set of rules, evaluating the activities and

making suggestions on how they could be improved.

Planning covers the six areas of learning although what children are to learn is not always clearly specified. There is an established key worker system with staff regularly assessing children's level of progress. This is, however, in the early stages of development.

Children regularly take part in imaginative play using a wide range of resources such as role play equipment and puppets to recreate a puppet show. One of the children's delightful learning experiences is the opportunity to respond in amazement, as they observe a range of objects such as ducks and fibres light up in a dark tent. Staff's active involvement in activities and games sessions extend children's play, making learning fun and enjoyable. Children are developing awareness of other cultures through celebration of Chinese New Year and Diwali.

Positive reinforcement systems during which children earn 'gold tokens' have a positive impact on behaviour. Subsequently, behaviour is outstanding. Children co-operate well with each other and take turns to use resources.

Children are provided with a range of healthy snacks which include sandwiches, with healthy options of fillings to promote their health and encourage their adoption of healthy lifestyles. Snack times are well organised and children are expected to be involved in clearing up and tidying at the end of the session.

Physical development is good and children undertake a range of lively game sessions in the safe and enclosed outdoor play area. However, the lack of a covered area restricts children's play opportunities during variable weather. Children make good use of the spacious, outdoor environment for exciting game sessions during which they make sensible use of a range of suitable outdoor play equipment such as scooters and balancing equipment.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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