

The Kids Club at Byron Court Primary School

Inspection report for early years provision

Unique reference number	EY378017
Inspection date	04/03/2010
Inspector	Margaret Moffat

Setting address	Byron Court Primary School, Spencer Road, WEMBLEY, Middlesex, HA0 3SF
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Telephone number	07932 984664
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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

Kidz Club After School Club is privately owned and is one of four clubs run by the same provider. It registered in July 2008 and operates from Byron Court Primary School in Wembley in the London Borough of Brent. The club have use of the school canteen, toilets in the main building and playground and field. A maximum of 32 children may attend the out of school club at any one time. The club is open from 3.30pm until 6pm each day during school term times. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are 46 children on roll from five to 11 years on roll. Of these, two are in the early years age group. Only children who attend Byron Court Primary School may attend the club. The club employ three staff, two of which hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and content in the setting. They enjoy attending, and staff provide them with appropriate support in an inclusive environment where their individual needs are known and catered for. Children talk freely about what they like to do in the setting and see playing with friends, group games and liking the staff who care for them as the best. There is a positive attitude towards improvement as the setting has addressed the actions raised at the last inspection to promote the outcomes for children with regard to risk assessment and learning and development. However, there is no clear system for monitoring or evaluating the setting to promote outcomes fully.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure at least one person who has a current paediatric first qualification is on the premises at all times and ensure that documentation to support this is held on the premises (Safeguarding and promoting children's welfare)(also applies to both parts of the childcare register)
- 03/03/2010

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

- develop and implement a self-evaluation system, to monitor the provision and outcomes for children. Ensure areas for improvement are easily identified to enable continuous improvement

- develop links with other providers of the Early Years Foundation Stage so that children benefit from a collaborative approach to their learning and development and ensure all parents have access to their children's records.

The effectiveness of leadership and management of the early years provision

There are appropriate policies and procedures in place to support the safety and welfare of the children. Recruitment and induction procedures ensure staff are suitable and checks are undertaken. Newly appointed staff are aware of their roles and responsibilities within the setting until all checks have been received. Staff demonstrate a satisfactory awareness of the signs and symptoms of abuse and neglect, and the procedures to follow if they had concerns about a child in their care. Risk assessment records are now in place and updated regularly and a daily check list is also completed. Staff are vigilant with regard to people entering or leaving the premises as there is no lock on the door and parents from the school are able to enter to collect other children's lunch boxes. A member of staff is situated close by the door to supervise this and staff always accompany children to the toilet, which is situated in another building. Whilst the supervisor states the setting has at least one member of staff who holds a suitable first aid qualification, documents held on site are out of date and, as a result, the supervisor is unable to confirm these qualifications. This is a breach of regulation.

Children are cared for in a clean environment, which has recently been painted by the school. The club is situated in the school canteen with all the tables and chairs set out at all times. Children move around the room safely and confidently avoiding the tables and chairs, which are set out for children in the school. Staff set out activities and resources before children arrive and this makes it welcoming for them. There are sufficient activities available to support children's play. Children make choices about what they wish to play with and confidently ask staff for other activities if these are not available such as the puzzle maker. Staff are inclusive in their practice treating all children with kindness and respect and as individuals. Although staff and children discuss improvements they would like to see in the setting, there is no formal self-evaluation system to monitor the setting and outcomes for children.

Staff develop appropriate relationships with parents. They verbally exchange information with parents about their child's day and the activities they have been involved in. Useful information is available for parents on the notice board and through the written information given to them when their children first start. Parents report they are happy with the care their children receive. They particularly like how happy their children are and how they enjoy attending the club. Although records of children's learning and development are in place, these are not always shared with parents. The setting has not yet developed links with other providers so that children benefit from a collaborate approach to their learning and development.

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

Staff are beginning to observe the children at activities and use the information to complete their development records and plan children's next steps in learning. They support children and help them with their homework and reading if required. Children arrive at the setting accompanied by staff and show awareness of the routines as they set up the chairs in a circle ready for the other children and staff to arrive. They confidently invite visitors into their circle and introduce themselves. They then ask if they would like to join in their game and show consideration as they explain the rules. Children behave well, sharing and taking turns during activities and are polite to one another and staff, showing kindness and respect.

Children enjoy the variety of activities available. They use a selection of packaging and tubes to make junk models and concentrate as they stick these together with glue and sellotape. Children are praised for the quality of their models and this develops their self-esteem. They confidently ask staff if they can have the puzzle maker out to finish the activity they have taken part in previously and this is made available to them. They cut out puzzle shapes from the coloured picture they have completed and show delight with the end product. Children then ask visitors if they would like to help complete the puzzle developing good trusting relationships. Children like to help staff and ask if they can dry the dishes for them, which staff allow them to do. Planned activities support children's understanding of their own cultures and those of other people. Children acquire the skills they need for the future through effective communication and the relationships they develop with staff and each other.

Children have daily opportunities to play outside and run around in the fresh air if they wish. This develops children's understanding of physical activity as part of a healthy lifestyle. Children receive healthy and nutritious snack teas, such as hot dogs and a selection of fresh fruit which is presented attractively and looks appetising for the children. Snack time is an important time for the children to develop their social skills as they sit next to friends and staff discussing their day at school and home life. Drinks are readily available throughout the session and children can access these when they wish, developing an understanding of their own care needs. Children learn to keep themselves safe as they put the chairs round in a circle and staff gently remind them to take care when carrying the chairs and as they run around during the 'fruit salad' game trying to find an empty seat.

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

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Outcomes for children in the Early Years Foundation Stage

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years register relating to safeguarding and promoting children's welfare. 03/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years register relating to safeguarding and promoting children's welfare. 03/03/2010