

Kindergarten Kids Ltd Afterschool Club

Inspection report for early years provision

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Inspector

John Viner

Setting address

St. Alphege C of E Infant School, Oxford Street, Whitstable,
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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

St Alphege After School Club is one of five settings run by Kindergarten Kids Limited. It opened in 2007 and operates from the hall in St. Alphege Infant School in Whitstable. Children have access to the school playground for outside play. A maximum of 24 children may attend the club at any one time, and there are currently 45 children on roll. The club is open each weekday from 3.00pm to 6.00pm, term time only. Children come from the local area, and the club runs a school collection. The club employs nine staff on a part-time basis, and three of these hold early years qualifications. At any one time, at least two of three staff are qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure in their excellent relationships with staff. They are often tired at the end of a school day but quickly settle and take an interest in the activities that are provided for them. Sometimes they enjoy their learning so much that they are reluctant to go home. The manager and staff listen to the views of children and parents as part of their regular self-evaluation and use this information to set their priorities for improvement and so meet children's needs well. Because of the good commitment and involvement of all staff the setting's capacity for sustained improvement is good.

What steps need to be taken to improve provision further?

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

- ensure that the child protection policy explains who is responsible if the manager is away
- attach early learning goals to recorded observations of children so that they can be fed back to the school to support their assessment
- improve opportunities for children to access outdoor areas
- reduce access to salty or sugary snacks.

The effectiveness of leadership and management of the early years provision

Arrangements for keeping children safe are good and all staff are well-informed. Systems for checking that staff are suitable people for working with children are secure. Risk assessments are thorough and checked daily. The child protection policy, however, does not make clear how staff should report concerns if the manager is unavailable. At the last inspection the setting was asked to improve the organisation of the accident book and this has been done well. They were also asked to make sure the complaints policy complied with guidance, which it now does. The manager and her deputy have an ambitious vision for the setting and

are developing good practice in self-evaluation. They understand the setting's strengths and weaknesses and set appropriate priorities for improvement. They have, for example, recognised that, although the setting is very inclusive, they need to do more to promote children's understanding of diversity.

Staff are enthusiastic about working in the setting and are an effective team. They plan together for their work with the children and, because they know them well, are able to meet their individual needs as, for example, providing for a dairy-intolerant child to cook biscuits with soya milk. The regular assessments of children give parents and staff a good idea of how the setting contributes to their progress. At the moment assessment observations are not linked to early learning goals and this limits their usefulness to the main school. Nevertheless, the partnership with St Alphege's Infant School is outstanding because the early years teachers are readily accessible for help and advice. This makes a significant contribution to the support that children receive and helps them to make progress.

Resources are of good quality and well-maintained. They are stored in such a way that they can be quickly and efficiently deployed at the end of the school day and before the children arrive. Partnerships with parents are good; they support the work of the setting and all agree that their children delight in attending and that their needs are always met.

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

Staff know the children well and actively promote their welfare and learning. Parents confirm this and speak highly of the level of care their children receive. In particular they appreciate the way the staff keep them informed about their child's progress and development. Parents and staff recognise that, as an after-school provision, children are often too tired for much focused learning. Nevertheless, the setting contributes to sustaining children's progress by providing a rich learning environment. Because children feel extremely safe, valued and special they are soon ready to learn. There is a good range of stimulating activities from which children may choose and staff support their learning by engaging them in conversation, which reinforces and builds up their vocabulary. Staff have a good understanding of the Early Years Foundation Stage and this helps them to plan a daily adult-led activity centred on one of the areas of learning. Planning these activities is made together with the children so they arrive with a sense of anticipation, enjoy their learning and so make good progress. There are good opportunities for children to engage in physical activity because the setting has access to the school's playground. Every effort is made to provide a daily playground session but, because children require supervision to and from it, they cannot exercise free choice to play outside. There is a paved area immediately outside the doors, which is not used. Both indoors and outside, children play safely, cooperate well and look after each other.

The daily snack time is very well-managed; children understand that they need to wash their hands and they return quickly to a good range of healthy snack options from which they can choose. They know how to make healthy choices and display

very good manners when eating. This time makes a good contribution to their social development. At the last inspection the setting was asked to reduce the availability of marmite and jam because of their salt and sugar content. Although children's uptake of these is now monitored, the setting has taken no other action. One of the setting's strengths is the way it encourages and supports children in making choices and taking responsibility for their development. They therefore learn good social skills for the future. One parent commented that the setting had helped her child to develop his self-confidence, which reflected in his school work. Another commented that her child's needs had been met 'a hundred percent.'

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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

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	1
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