

# The Kidzclub at Mora Primary School

Inspection report for early years provision

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EY403293

**Inspection date**

22/04/2010

**Inspector**

Caren Carpenter

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Kidzclub at Mora Primary School is one of four out of school clubs. It was registered in 2009 and operates from Mora Primary School in the Cricklewood area within the London borough of Brent. The club has the use of two dinner halls and an enclosed outdoor play area. The club serves the children attending Mora Primary School.

The club is registered for a maximum of 40 children aged from four years to under eight years at any one time. The club also offer care for children aged eight to 11 years. There are currently two children in the early years age group on roll. There were no children in the early years age group present the time of the inspection. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The club open is opened each weekday from 3:30pm to 5:45pm each weekday during term time. There are two members of staff including the manager, both of whom hold appropriate play work qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Staff demonstrates a satisfactory understanding of the learning, development and welfare of the Early Years Foundation Stage. Children are provided with a varied range of play resources and enjoyable activities. However, the club does not enhance or complement children's learning as the system for observation, assessment and planning is not fully developed. Partnerships between parents and carers and the school work well, they regularly share information to ensure all children are included and their individual needs are met. Self-evaluation is in the early stages, the provider is keen to make improvements in order to develop the service offered and to improve outcomes for children.

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

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

- ensure that the record of the risk assessment states when it was carried out, by whom, date of review and any action taken following a review or incident (Suitability and Safety of Premises and Equipment) 28/05/2010

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

- improve opportunities for staff to up-date their understanding of safeguarding issues
- develop the observation and assessment systems to ensure that children's learning experiences are further developed
- further develop self-evaluation systems for an ongoing review of practice and to identify areas where improvements are needed
- extend the resources available for children to learn about diversity and develop their understanding of the world around them

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

Safeguarding procedures ensure that children are protected. The manager is aware of possible signs and symptoms of abuse and is able to respond appropriately if she has any child protection concern. However, staff have not updated their knowledge and understanding of child protection issues to fully safeguard children.

There are suitable systems in place for the safe recruitment and selection of staff working directly with the children. All the required checks have been carried out to ensure staff are suitable to look after children and have appropriate experience and qualifications.

Consideration has been given to the deployment of staff to ensure children are supported through the session; staff are vigilant and make sure children are always supervised. Risk assessment and safety checks are carried out and cover all aspects of the setting used by the children to ensure all potential risks are identified and their safety assured. However, the record of risk assessment lacks some required details to fully promote children's safety.

The provider demonstrates a sound commitment to developing practice and is beginning to identify priorities for further development, some of which improve outcomes for children.

The premises are organised in order to meet the needs of the children and to ensure it is safe, secure and welcoming. Children have access to the outdoor play area for fresh air on a regular basis.

Policies and procedures and all records required for safe management to meet all children's needs are generally well maintained.

Staff strive to ensure the club is inclusive for all children. Consideration is given to developing children's awareness of a wider society through discussions about celebrations of festivals. This helps children learn to value aspects of their own lives and the diverse society in which they live. However, children do not have access to resources to help them learn about the wider world in which they live. The provider demonstrates a positive attitude to liaising with professional agencies and the school to ensure that children with special educational needs and/or disabilities are equally provided for.

Staff recognise the importance of partnership working and how this helps to promote inclusive practice. They value the role of parents, encouraging them to share what they know about their children to make sure children's individual needs are met. Parents have access to the club's policies and procedures at all times. Staff are welcoming and available to talk to parents at the end of the session and give feedback on what children have been doing. Suitable consideration has been given to how the club will develop close links with the school to fully support children's learning and development.

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

Children are cared for in a welcoming environment, which is organised to promote their independence. Overall children are making satisfactory progress in their learning and development. Staff recognise that children learn through play and use the play work principles to support children's enjoyment. The planning system is flexible and staff talk to parents and children about their individual needs, interests and play preferences.

The provider was able to demonstrate how they support children's learning and development, through observations, assessments and planning. The provider explained that children are able to express their preferences in relation to what activities they want to do. However, the club does not enhance or complement children's learning as the systems for observations and assessment are still very much in their infancy. In addition, observations do not accurately link to the six areas of learning or identify the children's next steps. Consequently, children's progress cannot be clearly developed or promoted.

Through discussion the provider explained the range of activities available, which children enjoy. Children have opportunities for free play and also enjoy more structured creative activities, such as art and craft, play dough, junk modelling, sewing and making henna patterns with beads. Children have opportunities to use numbers and develop their problem solving skills while completing puzzles as well participating in a range of board games, such as Dominoes, Connect Four, Snakes and Ladders, Twister and Jenga. In addition, children have access to other play resources, such as a table tennis table, a football table and a music box. Children have good opportunities to develop their physical skills while participating in a range of active outdoor games, such as skipping, basket ball and group games.

Children are cared for in a clean environment and good hygiene routines followed by the staff and children help to prevent cross-infection. Children wash their hands before snack time and after using the toilet. Children are offered hot and cold snacks which are freshly prepared, appetising and well balanced. This includes toasted sandwiches, baked beans on toast, noodles and pasta. Children have independent access to fresh drinking water throughout the session.

Children are encouraged to think about their safety as they play. They discuss stranger danger and are increasing their awareness of fire safety issues by taking part in regular fire drill practices.

Through discussion the manager explained that they have appropriate strategies to manage children's behaviour effectively. For example, children are encouraged to be polite and to respect each other as well as sharing and taking turns. A clear behaviour management policy is in place and is shared and discussed with parents to ensure consistency between home and the club.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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 section of the report (Suitability and Safety of Premises and Equipment). 28/05/2010

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 section of the report (Suitability and Safety of Premises and Equipment). 28/05/2010