

# Reculver Breakfast And Afterschool Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY405148
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<b>Setting address</b>	Reculver C of E Primary School, Hillborough, HERNE BAY, Kent, CT6 6TA
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<b>Type of setting</b>	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

Reculver Breakfast and After School Club is one of several settings run by Kindergarten Kids Ltd.. It opened in 2010, and operates from a hall in Reculver Primary School. Children have access to the school playground for outside play. The setting is on one level. It is open each weekday from 7.30 am to 8.45 am, and 3.15 pm to 6.00 pm during school term times.

The breakfast and after school clubs are registered on the Early Years Register to care for 30 children. There are currently two children in the early years age range on roll. They are also registered on the compulsory and voluntary parts of the Childcare Register to care for children aged over 5 years. The club has experience working with children with special educational needs and / or disabilities.

There are four members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A very small number of children in the early years age range attend the after school club, they enjoy their time at the setting, and are fully included in all the activities with the older children. Children attend the school on the site, and their care complements the structured school day. The club is relaxed, and activities are play-based, children learn through their play, choosing from a good quality range of activities and resources which interest them. Staff are skilled in their interactions with young children, who feel safe due to the successful key person system, and the kindness of the older children. The setting shows a good capacity to maintain continuous improvement, and has identified key areas for development in order to improve outcomes for children, such as building on the already close relationship with school staff.

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

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

- continue to develop links with the school to enhance continuity of care and coordinate planning for children in the Early Years Foundation Stage
- improve self evaluation by seeking and acting upon parents' views and wishes

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

The setting is well organised. Children's welfare is well promoted. Staff are guided by a thorough and accurate safeguarding procedure, which includes the correct

procedure to be followed should an allegation be made towards a member of staff. Staff have Criminal Record Bureau checks, have had safeguarding training, and can describe the action that they would take should they have concerns about a child. Therefore children would be well safeguarded.

Staff in the setting meet to discuss their strengths, and what could be done better. Therefore they are included in planning well targeted areas for development. For example, they plan to seek parents' views on the setting via questionnaires, to improve the self evaluation process, and to ensure all parents' needs are met.

Good use is made of resources. Children can choose to play indoors, or use the school grounds for outside play. The interesting and challenging range of toys and equipment means that the needs of the children in the Early Years Foundation Stage are met: for example, they have access to a range of good quality craft resources, and toys for younger children such as a well equipped dolls house. There are sufficient staff to enable them to work with the early years children in small groups or on a one to one basis, adding to children's feelings of security.

Parents are informed about the organisation of the club as there are several displays of relevant information, such as the routine, the menu, and details of the requirements of the Early Years Foundation Stage. They are greeted by staff who make sure that information from school is passed on, and discuss their children's time at the club. The reception teachers bring the youngest children to the club daily, and meet with staff to exchange relevant information, so continuity of care is good. School and after school club staff are planning to work together to coordinate plans of activities, in order to improve continuity of care.

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

Children in the early years age range who attend the after school club receive care which complements that which they receive during the day at school. They relax and enjoy the activities, learning through their play, and have a good choice of activities which interest them. The wide selection of activities on offer ensure that they are learning from play across all six areas of learning. Staff support the youngest children well, joining them to chat and play, and knowing when to let them initiate their own play. Children grow in confidence, and make independent choices of activities. They make up games with the dolls' house, and enjoy developing these with the older children. They are creative, using the good craft resources to make cards for their parents. The healthy food on offer is appreciated, such as baked potatoes, beans and a selection of vegetables, and young children confidently help themselves to extra portions.

Children in the Early Years Foundation Stage are fully included within the setting. Older children are kind and caring towards them, and include them in their play, and young children seek their company. Children show that they feel safe: they confidently approach adults for comfort and reassurance when they have a minor injury, and adults show sympathy and kindness. A successful key person system operates. When asked who they would go to if they were sad or worried, young

children name their key person. They know how to keep themselves safe in the event of a fire, contributing sensible comments in a group discussion, such as 'we go outside on the playground to line up'.

Staff sensitively enable the youngest children to make a positive contribution during group discussions, making sure that they get a chance to be heard. Their confidence is rewarded with house points, which they show off with pride, building self esteem. The club rules are compiled by the children, who are then keen to enforce them. These are sometimes reinforced during a chat at snack time, and the young children join in, remembering that they 'don't shout over the table'. Adults act as excellent role models, and children respond well to their example, spontaneously displaying good manners, and behaving well.

## 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	2
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