

Kid's City at Woodmansterne Primary School

Inspection report for early years provision

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Inspector	Gillian Walley
Setting address	Woodmansterne Primary School, Stockport Road, London, SW16 5XE
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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

Kid City Out of School Club is one of 17 provisions run by Kid City a registered charity. It opened in 1999 and operates from Woodmansterne Primary School in Stockport Road, SW16. The group serves the children who attend the school. A maximum of 35 children may attend the club at any one time. It is open term time only, each weekday from 3.20pm to 6pm. Children share access to the school's playground and use the dining room, two halls and kitchen facilities. There are currently 120 children aged from four to eleven years on roll, of whom seven are in the early years age range. The club supports children who have special educational needs and/or disabilities, although there is no disabled access to the room where the children currently have their meals. The club employs three permanent staff, both full and part-time, who work with the children, as well as a volunteer and outside sports coaches. Two staff hold appropriate early years qualifications and one is working towards a qualification. The out of school club works very closely with the adjoining primary school. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kid's City at Woodmansterne Primary School is a good out of school club. It is inclusive and supports all children well so that all, including those who have special educational needs and/or disabilities and those who are learning English as an additional language, make good progress and develop a wide range of skills, specifically in their enjoyment of sports and physical activities. The manager and his team evaluate the provision well and have identified areas where they could improve, for example by increasing staff's training opportunities. As a result, the out of school club has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- provide staff with more training opportunities so that they can develop their understanding of ways to provide a wider range of activities for the children and enable them to make consistently good progress
- investigate the possibility of having display boards in the hall so that the children can display their pictures and paintings.

The effectiveness of leadership and management of the early years provision

The manager and his staff team are experienced and work closely together. They provide a safe environment for the children and are vigilant at all times. Walkie talkies are used by staff so that those who are outdoors with children can be in

touch with those who are inside the building, and all staff could respond quickly in an emergency. The club has good procedures in place for keeping the children safe, for example all staff are vetted, and all have been trained in safeguarding. Parents are asked which other adults may collect the children in an emergency and a child is never allowed to leave with an unfamiliar adult. Visitors sign in and when the children are playing in the playground there are good levels of adult supervision. If a child needs to be given any medication, or if a child has an accident, the staff complete careful records which are signed by parents at collection time so that parents are always fully informed. All staff have first aid qualifications. Parents find this reassuring and know that their children are well cared for. The staff can easily refer to information about any food allergies children may have. The manager carries out a daily check of the entire premises before the start of each session to identify any hazard which could result in an accident. More extensive risk assessments are done regularly. The children are not able to access parts of the school where they may have an accident, such as the kitchen. The children know what to do in an emergency because they practise fire drills every term.

One of the strengths of the out of school club is the way it works in partnership with the other settings within the company to develop good practice such as systematic reviews of policies. The club has improved significantly since the last inspection report. Staff now ensure that the children have washed their hands after playing outdoors and before eating their tea. The complaints policy meets requirements. There are many more toys, play equipment and other resources to engage the children well and help them to develop a wide range of skills.

The manager and his team work well with parents. They talk informally about the children and the progress they are making at the ends of sessions, and parents are welcome to come in and see what their children are doing. Parents receive a written report at the end of each term telling them what progress their children have made and this explains to parents what opportunities the staff intend to plan for them so that they move on in their learning. Parents receive regular questionnaires so that they can express their views about the activities which are available and how the club is run, and there is a suggestions book for incidental comments, for example about tea time menus. The parents have a notice board where they can see information about activities and other events in the area which their children might enjoy, for example in the school holidays. The manager works particularly closely with parents when he knows their children need additional support, such as when they first start coming to the club or if they find learning more difficult. The club works closely with the primary school, and when the staff collect the children from their classrooms they can talk to their class teachers. This helps the staff to know the needs of all children well. The manager and his staff evaluate the provision well and have identified the need to increase the staff's understanding of children's learning in the six areas.

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

The club's main aim is to provide children with a very wide range of sports activities so that they develop their skills and sense of team work. The children play well and older and younger children play together so that the younger children are encouraged to persevere. Adults praise the children for what they achieve, and they are proud of the certificates they receive. Sports coaches attend on different days to work with the children, for example in Tae Kwando, basketball, cricket and football. However, children are given plenty of choice and if they prefer to play with toys or to develop their creative skills, either indoors or outside on the playground, they can do so. There is a very wide range of equipment for the children to choose from, and the playground is exciting with markings for team games and for children to invent their own games, and also a trim trail. The children can also choose to ride bikes and scooters. The children can also choose less energetic activities if they wish to, for example playing with dolls, cars and board games, reading books and solving puzzles. The children enjoy cooking, for example making a vegetable stir fry which they then had for their tea. They enjoy pottery, drawing, cutting out and making collages, although they do not have wall space where they can display these for other children and parents to see. The children can do their homework if they wish to.

The adults are good role models for the children, they are patient and they use positive language to encourage the children and to praise them for what they achieve. The children feel that the staff take very good care of them. The children talk about keeping rules which help the club run smoothly. They behave very well, and the younger children have an older buddy when they first start coming to the club so that they gain confidence. They understand the importance of a healthy lifestyle and can explain why they eat fruit and vegetables at tea time. They understand when and why they need to wash their hands. The children learn to take responsibility, for example by helping to set up and clear away at tea time, and helping to put equipment away. The children learn about different cultures and customs because they talk about celebrations, for example at Diwali they learnt how to paint Mendhi patterns on their hands. They have good resources to help them understand diversity, such as dolls and dressing up clothes.

The adults observe the children regularly and they record their progress in different areas of their learning. They use this information to decide what opportunities they need to provide next for the children so that they move on in their learning. The manager monitors the progress of different groups of children to be sure they all make good progress.

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	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

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	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