

# Kids Kapers After School Club

Inspection report for early years provision

---

**Unique reference number** 205528  
**Inspection date** 01/02/2011  
**Inspector** Valerie Fane

**Setting address** The New Hill Centre, Welland Road, Upton upon Severn,  
Worcestershire, WR8 0SJ

**Telephone number** 07773 484 171

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Kids Kapers After School Club is privately owned and was registered in 1999. It operates from a leisure and sports centre on the outskirts of Upton Upon Severn. Children have access to one main large playroom and occasional use of the indoor sports hall and committee room. There are outdoor play facilities available situated to the rear of the building. The club mainly serves children from the local community and has links with eight local schools. The club is accessible to all children.

The club opens Monday to Friday. Sessions are from 3pm until 6pm during school term times and from 9am to 5pm during the Easter and part of the summer school holidays. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 36 children may attend the club at any one time all of whom may be on the Early Years Register. There are currently 10 children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 13 years. It supports children with special educational needs and/or disabilities.

The club employs six members of child care staff. Of these, four hold appropriate early years qualifications at Level 3. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this busy, vibrant after school club where staff put children's individual needs at the heart of their strong practice. Staff have an excellent understanding of children's needs at this time of day and involve children in choosing interesting and varied options for both free play and planned activities. Children benefit from continuity of care because staff have very close relationships with their parents, and links with the eight local schools that feed into the club are developing. The owner and her staff work effectively together and most documentation is in place to support children's welfare effectively. They are committed to evaluating their provision and to looking for ways to continue to develop their good practice.

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

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

- keep a record of the risk assessment that includes when it was carried out, any action taken and the date of reviews (Documentation) (also applies to both parts
- 24/02/2011

of the Childcare Register).

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

- develop the sharing of relevant information where children receive care and education in more than one setting.

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

Children are safeguarded effectively because most staff have completed safeguarding training and all staff have a secure knowledge of the relevant policies. One member of staff has also completed Common Assessment Framework (CAF) training and therefore staff understand the importance of multi-agency working should the need arise. Robust employment procedures are in place to ensure that all staff are suitable to work with children. Checks with the Criminal Records Bureau are carried out promptly and staff complete a self-certification letter each year to confirm that they have not committed any offences since their check. Children receive care in a safe and secure environment because the staff have completed a visual risk assessment of the premises to identify aspects of the environment that need to be checked on a daily basis. These checks are robust and are recorded daily. The premises are a public building and staff additionally use the risk assessment conducted by the management committee for the building. However, the owner has not completed her own annual written risk assessment for the premises, which is a breach of the welfare requirements.

The owner has a clear vision to provide after school and holiday care that focuses on the needs of the individual children attending. An effective key person system is in place and staff work closely with parents to ensure that they are aware of children's particular needs. Children with special educational needs and/or disabilities are given particular attention and specific risk assessments are in place to ensure their safety and well-being at all times. Children are enabled to continue their learning at home because parents receive excellent information about what children have been doing. They see photographs taken that day and are encouraged to look at things they have made. There are additional albums and displays of photographs of club activities. Newsletters and the club website also help parents to be aware of club activities. Parents are involved in the self-evaluation process and the owner responds to their ideas. For example, staff now post a list of the day's activities on the notice board. The owner fully understands the importance of working in partnership with other early years providers and she is working hard to improve links with the eight feeder primary schools to improve outcomes for children further.

Children benefit greatly from the care and support of a high ratio of staff, most of whom have appropriate Level 3 qualifications. They use an interesting range of resources both indoors and outside. In better weather they make good use of the playing fields and nearby park. The owner is committed to making ongoing improvements. She has met the recommendations made at the last inspection so

children have an increased awareness of diversity through the extended range of relevant resources. She is committed to ongoing improvements, such as seeking ways to fund the development of a secure outdoor play area that children can use in a wider range of weather conditions. Staff, parents and children are all involved in the self-evaluation process. For example, children produce a wish list of new toys and equipment and staff prioritise their ideas when selecting new equipment.

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

Children are very happy at this lively, friendly club where their individual needs are met extremely well. The club caters for children from eight different schools and a very wide age range. Children of all ages mix together happily and older children are very considerate of the needs of the younger ones when they are playing together. As a result, children in the Early Years Foundation Stage are thriving as independent, confident learners. They self-select enthusiastically from the activities or free play toys that are set out and know that they can choose additional toys from the cupboard whenever they wish.

Staff have an excellent understanding of children's learning needs at this time of day and they provide play opportunities that balance the activities they have enjoyed at school while still ensuring that all areas of learning are included in some measure. Staff have a detailed knowledge of their key children's individual preferences and learning needs. They record regular observations in children's 'Observation Books' and all planned activities include comments to provide both support and challenge for each child in the early years age group. Therefore all children make excellent progress towards the early learning goals during their time at the club.

Children develop an excellent awareness of diversity at the club. They learn that others are less fortunate than themselves because they take part in activities to raise money for events such as 'Children in Need'. They learn about other cultures as they celebrate festivals such as Chinese New Year with a wide range of activities. They develop creativity and hand control as they make origami rabbits. They learn about the culture by trying to copy Chinese writing. They make a dragon's head and use it for physical exercise in a game of tag. They have a Chinese takeaway in the role-play area and they taste Chinese food, such as noodles.

Children enjoy using recently purchased technology equipment such as a computer and a digital camera. They use the equipment with increasing confidence and this supports their development of very good skills for the future. Children improve their social skills through group games. They enjoy playing 'Cabbages' and this also supports their listening skills very effectively. A child sits with their back to the others and has to guess which other child has called out 'cabbages'.

Children develop a good understanding of their own safety. They have regular opportunities to practise the emergency evacuation procedures. They understand the safety rules when they are travelling in the club minibuses. They are secure at the club and develop very close relationships with the staff. They behave extremely well. They take ownership of club rules because they are involved in drawing them up and they respond very positively to the excellent role models provided by staff.

Children take part in many interesting and varied activities. In the summer they develop their knowledge and understanding of the world through trips to places such as the safari park to see the animals. They spend plenty of time outside in better weather and develop very good problem-solving skills through activities such as building wigwams with bamboo sticks. They extend their knowledge of healthy eating through activities such as making fruit salad and this also provides opportunities for them to learn to use tools, such as sharp knives, safely.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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                             | 1 |
| 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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| 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        | 1 |
| The extent to which children develop skills for the future       | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## 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). 24/02/2011

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). 24/02/2011