

# Kids In Charge @ Highlands Primary School

Inspection report for early years provision

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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

Kids in Charge @ Highlands Primary School was registered in 2010 and opened in 2011. It is operated by a private company, Kids in Charge (Making a choice for a better future) Ltd. It operates from the premises of Highlands Primary School in Ilford, within the London borough of Redbridge. The children have the use of two large halls, a library area, a classroom and associated facilities. The setting also has use of the school's outdoor play areas.

The club is registered to care for a maximum of 56 children under 8 years and of this number not more than 24 may be in the early years age group at any one time. There is no provision for children aged under two years. Currently there are 3 children in the early years age group on roll. The club also cares for children over 8 years of age. The club is open each weekday from 7.45am to 9.00am and 3.20pm to 6.30pm, during term time only. Currently the setting offers care only for children attending Highlands Primary School.

The setting is registered on the Early Years Register, and the compulsory part of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The practitioners understanding of the individual needs of each child promotes their learning and welfare needs effectively. Children show independence and the ability to make decisions in a child-friendly setting as they access a range of interesting and suitable activities. The setting is developing its partnerships with parents to build on the progress that children make and to ensure that they work with a full understanding of each child. The staff team has begun to reflect on the provision to promote continuous improvement.

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

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

- develop further the self evaluation process to identify ways to further improve the experiences on offer to children and take steps to make sure the views of parents are included.

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

Children's welfare is safeguarded well. Staff have a good understanding of safeguarding issues and of the procedures to follow if they have a concern about

the welfare of a child within their care. The management team has formulated a clear and appropriate policy which is shared with parents of the procedure to be followed in the event of any safeguarding issues.

Children are cared for in a safe and secure environment. The organisation of the large school hall gives ample space for children to play. Comprehensive risk assessments have been conducted to identify potential hazards and to minimise any risk identified. Daily checks help ensure that this commitment is maintained.

An adequate range of good quality toys is readily available activities are set out before children arrive and they know that if they would like other equipment out they can ask. Documentation supports children's health and well being, and the setting ensures that it has full details about children's health needs before commencing caring for them. Written agreements with parents help to ensure that children can receive appropriate medical care in the event of an emergency. Children's information is clearly documented and includes health needs. Accidents and the administration of medication is appropriately detailed and permission forms are countersigned by parents. There are effective systems in place to pass on information to parents regarding any minor injuries received at the setting.

Parents receive clear and appropriate written information about the care provided before the placement commences and time is taken to ensure that they are happy with the arrangements made. All the necessary written agreements are in place to support a professional relationship. A complaints procedure is in place, and the parent's notice board gives information on how to contact the regulator. All of the club's policies and procedures are updated regularly, which ensures they reflect changes to legislation.

The manager has begun to carry out self evaluation of the club. Children help in the evaluation by reflecting on the day activities and the routines of the club. The club works in partnership with the school helping the children's progression towards the early learning goals by providing activities which support children learning journey when at school.

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

Children are welcomed into a friendly, warm environment where they clearly feel safe and secure. Children have a strong sense of belonging; they know the daily routines and appear confident and relaxed. Children say they enjoy coming to the club and like the staff. Children's behaviour is good. Children respond well to the consistent use of praise and encouragement and clear boundaries are set by staff. The children are developing good friendships with the staff and the other children that attend. Staff value the children's views and they in return listen well to the practitioner's guidance and suggestions. Children learn about the wider world through projects, displays and discussion. They celebrate a range of cultural events and festivals throughout the year.

Children are happy to come into the club and quickly settling into their chosen activity. Staff plan and provide a wide range of fun and enjoyable activities that promote children's development and learning. They complete regular observations on all the children to ensure that they are progressing appropriately. Practitioners actively support children's learning and positively interact with children at activities.

In line with the current theme of 'transport', the children enjoy building an airport runway out of boxes and glue. They excitedly share their ideas on the design of the runway and the material to use. Staff question them on the construction and so challenge their ideas and encourage them to think things through. Children are active learners; they race the paper airplanes they have made in the playground, seeing whose will fly the longest distance. They then sit down to review why one plane went further than the others.

Mealtimes are social occasions where discussions with staff encourage children to understand about healthy food choices. Children enjoy being able to help themselves to the snacks and drinks. They are confident in pouring drinks for themselves and enjoy talking to each other and the staff as they eat. The practitioners are aware of the dietary needs of the children that attend and carefully monitor children's choices where appropriate. Staff offer guidance on how best to use knives as the children fill their pitta bread.

Children help with the clearing away, washing and drying the cups and plates. They talk about being careful as they wash up explaining that the tin opener has a sharp cutter to open the tins so we need to be careful. They know that they need to line up to access the playground and must listen to the staff member's instructions.

## 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	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	3

### 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

<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