

Kinder After School Club - Kinder Group Limited

Inspection report for early years provision

Unique reference number	EY372000
Inspection date	09/06/2011
Inspector	Fiona Robinson
Setting address	South Avenue County Infant School, South Avenue, SITTINGBOURNE, Kent, ME10 4SU
Telephone number	07828 927411
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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

South Avenue Club was registered in 2008. It operates from two rooms in a detached single storey building on the premises of South Avenue County Infant School, Sittingbourne in Kent. There is ramped disability access to the building. All children share access to a fully enclosed outdoor play area, playground and school field. Children attend the club and holiday play scheme from the local and surrounding area. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. The club is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The club may care for no more than 46 children over four years and under eight years at any one time. There are currently 36 children aged from four to 11 years on roll, four of whom are in the early years age range. The club opens five days a week during school term times from 7.30am to 9am and from 3.15pm until 6pm, and from 8am to 6pm in school holidays. Children attend for a variety of the sessions on offer.

There are six staff, of whom five hold a National Vocational Qualification (NVQ) at level 3; and one holds a NVQ at level 2. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are keen to participate in an interesting range of activities and achieve well. There are good partnerships with parents and carers and the host school and staff promote children's welfare effectively. Children have fun and feel valued and included in indoor and outdoor play. The manager and staff have a good knowledge of the club's strengths and areas for improvement, such as extending storage facilities for resources. They have the capacity to improve well in the future.

What steps need to be taken to improve provision further?

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

- refine the planning and recording of children's activities
- develop the use of technology in activities.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well because staff have a good knowledge of safeguarding and child protection procedures. They carry out risk assessments regularly to ensure children are safeguarded from harm in the indoor and outdoor environments. Comprehensive policies and procedures are implemented and there are rigorous systems in place for parents to follow when collecting their children. Staff are deployed effectively to ensure children's safety and robust recruitment and vetting procedures ensure that adults working with the children are suitable. Regular fire drills are practised so that staff and children are familiar with the way in which to evacuate the building in an emergency. Children play with a good range of equipment that is safe and suitable for their age.

Partnerships with parents and carers are good. They say their children enjoy attending the club because staff are friendly and approachable and ensure children are offered an interesting range of fun activities, trips and visits. They are kept well-informed of special events and fund raising activities through informal discussions, regular newsletters and the parents' notice board. Key staff keep them well-informed of their children's achievements and progress. There are good links with the host school and the club benefits from the use of its outdoor environment and field. Staff ensure that children experience a smooth transfer to and from school and information is shared effectively with staff. They are experienced in caring for children with special educational needs and/or disabilities and liaise effectively with outside agencies.

The club is well-led and managed. There are good self-evaluation systems in place and the views of parents and children are carefully considered when identifying areas for improvement. Good progress has been made in addressing the recommendations from the previous inspection. Staff monitor children's progress carefully and use the information effectively to develop their skills. Staff work well as a team and make effective use of resources to meet most of the needs of the children. Opportunities to use the computer and technology are welcomed. However, the children do not make use of the digital camera in their activities to record and share their work. Staff actively promote equality and diversity and ensure children are integrated into activities and the celebration of festivals such as Diwali, the Chinese New Year and Easter. There is regular appraisal of staff and they attend courses to enhance their experience.

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

Play is well-organised and purposeful and children are cared for by competent, caring staff. Children achieve well because staff value their ideas and interests and build these into the activities. However, planning sheets are brief and do not fully record the children's ideas, activities and experiences. Key staff record the

achievement and progress of the youngest children well in their learning journals and develop their individual skills effectively. Children are well-supported in their play and enjoy learning through themes such as Fantastic Food Week, Space and The Circus. They experience a very good range of trips and visits, such as the Ski Centre, the Natural History Museum and Leeds Castle during the holidays.

Children are well-behaved and cooperate well as they create dances to perform to one another. They are thoughtful and considerate of one another and share their resources sensibly. Staff are very good role models with a consistent approach to managing the children's behaviour. Staff promote their independence and encourage them to choose their own activities. Children enjoy learning about other lifestyles, customs and cultures. They are keen to learn about life for an African child they help to raise funds for in Africa. They enjoy food tasting, performing a dragon dance and role play in a Chinese restaurant as part of their Chinese New Year celebrations.

Children's health and safety is promoted well through healthy eating, physical exercise and the safe use of equipment. Children develop a good understanding of keeping healthy and safe. They develop their physical skills well through playing football, skipping and practising their balancing skills on the activity trail. They make healthy choices at snack time and choose their own healthy toppings for toast at breakfast. They learn to use equipment safely as they design and make their own fruit smoothies and ice-cream sundaes. They have a good understanding of keeping themselves and others safe. They benefit from talks on safety from the fire and police services. They are keen to practise their road safety skills when going on walks.

Children are eager to participate in a good range of activities. Their creative skills are developed well as they make colourful prints with fruit and vegetables. They enjoy going on bug hunts and building dens. They cooperate well when they play parachute games. Their investigative skills are developed well as they learn how to make ice crystals. They make good progress with their literacy skills and enjoy looking at books and preparing their own snack menus. They learn how to make bread from a medieval recipe. They make animal masks and go on safari on the school field. They have fun practising their street dancing skills and enjoy performing for one another. They eagerly talk about their trip to the Chocolate Factory and explain how chocolate is made. Children develop their counting skills well through their involvement in tabletop games and enjoy playing games on the computer and games console. They enjoy discussing ideas for activities and topics; however children are not fully involved in using the digital camera and computer to record their own experiences. Overall, they are prepared well for life outside the school day and future learning experiences.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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