

Little Cherubs Kids Club

Inspection report for early years provision

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Inspection date 14/09/2011
Inspector Angela Jackson

Setting address Cheshunt Boys Club, Stanhope Road, WALTHAM CROSS,
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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

Little Cherubs Kids Club was registered in 2007 and is run by a committee. The after school club is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a youth centre in Waltham Cross and is close to shops. The after school club serves the local area and has strong links with local schools. The after school club operates from four main rooms and there is an area available for outdoor play.

A maximum of 16 children aged from three years to under eight years may attend the out of school club at any one time. There are currently 47 children on roll, 26 of whom are under eight years old. The after school club opens Monday to Friday during school term times only. Sessions are from 3.15pm until 5.45pm.

The after school club employs eight members of staff and is supported by one volunteer. Of these, six hold appropriate qualifications. The after school club receives support from the local extended schools coordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in the after school club. Staff have very good knowledge of the needs and interests of each child and plan interesting and imaginative, activities for them. All children are fully included in all aspects of the provision and staff actively promote their welfare and learning. As a result, most children make good progress in developing new skills. Critical self-evaluation by the manager and staff makes sure that clear targets for improvement are set and monitored. This means that the provision responds to all users' needs.

What steps need to be taken to improve provision further?

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

- review all required policies and procedures with the staff team and new trustees, to make sure all adults have a full understanding of their roles and responsibilities and are able to implement the safeguarding procedure appropriately

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected because three staff have up-to-date qualifications in child protection. Other staff have good awareness of how to deal with concerns about children's safety or well-being. However, some staff are less secure about the procedure to be followed if an allegation was made against them. There are robust recruitment and checking systems in place for staff to make sure

children are cared for by suitable adults. Visitors are required to provide evidence of their identity when they sign in. There are also stringent procedures in place for collecting children from school. Staff make sure that children are kept safe whether they are walking or on the minibus. Once on the premises, children are able to move freely and safely between the activities. Effective risk assessments are carried out on all aspects of the provision. Children regularly take part in an emergency evacuation practice which afterwards is evaluated and risks assessed. For example, obstructions to exits were noted and removed to prevent delay in getting children to safety.

Staff have a good understanding of the requirements of the Early Years Foundation Stage and of meeting the needs of the younger children. They make sure that the welfare of children under eight is not compromised by the activities of the older children. Staff provide good role models for the children, so that they learn to respect themselves and each other. Children understand that discrimination of any kind is not tolerated. Children with special educational needs and/or disabilities are sensitively supported and play a full and active part in the activities. Staff plan for individual interests and needs as well as providing interesting activities in which children of all ages and abilities, participate. This further encourages strong relationships and interactions, between the children.

Staff numbers exceed the required minimum ratios and they are deployed effectively. They set out a good range of toys and resources and promote children's understanding of health and safety issues. Children are encouraged to try out new activities and develop new skills, for example, 'Funky Puppets' and t-shirt design.

There are good working relationships with parents, some are active members of the committee. The views of parents are taken into account when planning provision and setting targets for improvement. The Key Person system is effective and parents appreciate the time and care taken to settle in new children.

The manager is enthusiastic in her drive for improvement. She is continually looking for ways to make the club even better and to providing children with an ever-increasing range of interesting activities. For example, through established links with other partners such as the local extended schools' coordinator. The club recently gained, registered charity status which has provided funding opportunities. The after school club has now successfully secured money to commission services, such as for a popular dance class and sports training. The determined efforts of the manager, staff and trustees, make sure that all children have a full and varied experience in their club.

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

Children really enjoy their time in the after school club. On the whole, they are confident communicators, keen to engage each other and adults, in conversation. They happily help with counting the number of children on the bus and working out the different ages. Once on the premises, they help each other and

themselves, to a drink and biscuit before choosing what they want to do. There is a good range of resources available and these are rotated over the course of the week to maintain children's interest.

For some of the younger children, school is tiring and therefore they need some to unwind and relax. Staff have a good understanding of the children's different needs and take this into good account in the care and learning opportunities that are offered. Drawing is a great favourite with some children and staff support and encourage children's skills at this table. For other children, there is nothing they need more than to join in the fun with qualified sports coaches. Children listen carefully to instructions and fill the hall with excited noise as they practise the new skills they are shown. As a result, new, younger children gain self-assurance as they see themselves achieving the same success as the older ones. As a result, children develop emotional resilience and good social skills that help promote their well-being for the future.

Children are learning to keep themselves safe. Parents are fully involved in the procedures and routines that protect children. This helps to establish clear boundaries for behaviour on the way back from school. Children understand the need to stay together and keep close to staff. They go home and tell parents about road safety and that they hold hands in order not to 'get run over'. Similarly, they are learning not to run in the main play areas and that they should wear their 'walking shoes' instead.

Children learn about how to stay healthy and take care of themselves, during the popular weekly cooking session. They make dishes that include a wide range of fruit and vegetables and that reflect the diversity of the local community and their own backgrounds. Favourites include spring rolls and fruit kebabs. Children understand the importance of good hygiene and go off to wash their hands before eating. Children's good health is further promoted as most staff are qualified in first aid. Any injuries are promptly dealt with as a first aid kit is always to hand, on and off the premises. All accidents are recorded in full and reported to parents. The strong partnerships fostered with the children's schools mean that school staff provide details of any concerns or issues to the club staff. This information is recorded and parents given the full details, when they collect the children. Children therefore learn that their welfare is very important. This helps them to feel valued and to value others. They are well behaved and treat each other fairly and kindly. They are learning to take turns and to share.

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	1
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