

Challenger Sportz and Kidz Clubz

Inspection report for early years provision

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Inspector Claire Douglas

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Type of setting Childcare - Non-Domestic

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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

Challenger Sportz and Kidz Clubz, (The Vine Bunch Kidz Club) was registered in 2011. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club may provide care for a maximum of 24 children aged under eight years; of these, 24 may be in the early years age group at any one time. Additionally, the setting provides care for children aged eight to 11 years. There are currently 50 children on roll. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The Vine Bunch Kidz Club operates from Green Street Green Baptist Church, Orpington, in the London Borough of Bromley and serves children attending Green Street Green primary school. Children attend Monday to Friday, before and after school from 7.30am to 8.40am and 3.20pm to 6pm term time only. The club have the use of the main church hall, three additional rooms, a kitchen and toilets. There is ramp access to the side entrance and an enclosed outside play area. Children also have use of Green Street Green primary school playing fields and adventure playground. There are three childcare staff who work directly with the children, including the manager; at least half of these hold a relevant early years qualification. Staff have access to training courses and support services from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the friendly, warm, inclusive environment. Partnerships with parents, local schools and other agencies are positive and are significant in making sure the needs of all children are met, along with any additional support needs. The staff team are beginning to reflect on the service provided, ensuring that priorities for development and improvement are identified and acted on, resulting in a provision that is responsive to the needs of the children cared for and their families.

What steps need to be taken to improve provision further?

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

- develop the system used for self evaluation, taking into account the views of children, parents/carers and other interested partners, to further identify the

strengths and weaknesses, leading to actions which promote improvement.

The effectiveness of leadership and management of the early years provision

The setting benefits from an established team who are appropriately vetted and have relevant qualifications and a wealth of experience. A clear understanding of the responsibilities towards the children in their care effectively safeguards their welfare. Staff know what steps to take if they have concerns about a child, and have completed child protection training. Records that promote children's health, safety and well-being are in place and updated annually. Effective risk assessments ensure that children are safe in the setting as well as when they are out.

The club provides children with a warm, homely, clean space to play inside and it makes use of the school playing field and adventure play area, as well as an outside play area on the grounds. Children have access to good quality, age appropriate resources and play materials that help to support their development and learning. The manager and staff work closely with parents ensuring that a thorough understanding of each child's backgrounds and needs is gained so that equality and diversity is successfully promoted.

Parents are warmly welcomed into the setting; they are kept well informed through daily discussions and feedback, in addition to having access to a range of clear policies and procedures. Parents' comments show they are very happy with the service provided, for example, 'my children love it, they do not want to leave', as well as 'I would recommend the club to anyone, it is great for us as working parents and my child enjoys coming.' The setting gives priority to building effective partnerships with the local school and other agencies and professionals where appropriate. This is exemplified by their communication with the primary school staff; they share themes and any areas of focus, so they can link these in at the club. Additionally, staff attend network meetings for out of school providers in the borough. Local training opportunities are valued and used well as a resource to develop and extend the practice and promote continuous improvement.

The manager and staff are beginning to evaluate the service and document the identified strengths and weaknesses. This system does not yet fully include the views of parents, children and other interested partners, in order to further identify an additional focus for improvement. Previous actions taken to improve the service have led to improved outcomes for children; for instance, a recent change to the routine when arriving at the setting has created further opportunities for children to contribute to the setting and develop their personal, social and emotional development, as well as developing their independence.

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

Children show a strong sense of belonging as they happily enter the setting after a day at school. They are familiar with the routine and expectations and demonstrate a clear understanding of how to keep themselves safe. For example, whilst they take off their bright waistcoats, they explain that they have worn them so that they can be clearly seen, when walking from the school to the club. Children take part in fire practices that ensure they know what to do in an emergency. Good hygiene routines are understood and adopted by the children, as they wash their hands as soon as they arrive, using the liquid soap and paper towels that help protect them from the risk of cross-infection. They make healthy choices as they help themselves to a selection of fruit, such as pear, orange, apple or raisins during the first part of the session. This is followed by a cooked tea later on, such as pasta with a sweet corn and tomato sauce. Children enjoy a good range of physical play every day, as part of a healthy lifestyle. They run around in the fresh air on the school playing field with the club before going to the setting and participate in activities within the church hall, where they can practise their physical skills and learn new ones. They join in with team games, such as indoor hockey with bean bags, and develop ball skills when playing football with their peers.

Children develop good relationships with staff and other children. They work well, both independently and in cooperation with their friends. Their behaviour is good and they show a growing awareness of responsibility within the setting. They show high levels of independence, as they select their own resources and play materials and put them away when they have finished. They take part in a variety of indoor and outdoor activities and experiences that support their development across the areas of learning, and they are interested and motivated to learn.

Staff carry out observations of the children in the early years age range, identifying their achievements and next steps for their learning. Children are sociable and use language well to start conversations and express their ideas. They make use of a comfortable settee to relax, when they wish to spend time quietly observing their peers. Children use their problem solving skills to work out how many children are present today and assess if they have enough chairs. They explore the natural world, when they plant seeds to grow vegetables and water them daily. When walking to and from school the children are encouraged to compare the effects of the different seasons on the surrounding trees. Staff make the most of diversity, to help children understand the world they live in, as children are encouraged to value different cultures and beliefs, for example, they recall stories and share information about their family backgrounds and any celebrations they have enjoyed, as well as promoting open discussions when children have been on holiday, or visited families in other countries. Children use their imaginations, as they play together, making dens or designing their own 'games book' with their friends. They enjoy a free choice of creative activities from the cupboard, including colouring and free painting. Adult-led creative activities are included in the routine, such as icing biscuits and making fruit skewers with melted chocolate on the top. Children can help themselves to tools and materials from the

creative trolley, to cut, stick and design according to their own ideas. Children benefit from a well-balanced routine and they are occupied and stimulated throughout the session. They thoroughly enjoy their time at the setting.

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