

# Little Chicks After School Club

Inspection report for early years provision

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**Unique reference number**

EY426160

**Inspection date**

29/09/2011

**Inspector**

Lorna Hall

**Setting address**

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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).

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

Little Chicks After School Club was registered in April 2011. It operates from a Sports Club hall with toilets and a small kitchen area on the ground floor of a building within the grounds of Downs Lawn Tennis Social Club in Sutton, Surrey. There is an outdoor play area used under the close supervision of staff. It is open each weekday from 3.00pm to 6.00pm Monday to Thursday, and from 2.15pm to 6.00pm on Fridays, during school term time only. The After School Club is registered to provide care for a maximum of 24 children aged between four years and eight years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 29 children on roll. The setting employs six members of staff. Of these, two members of staff hold early years qualifications at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and development. They enjoy a range of indoor and outdoor play that meets their needs after a day at school. The manager reviews and reflects on the service she provides and liaises with staff. This demonstrates a suitable capacity for continued improvement. However, she has not identified that some specific legal requirements are not met. Partnerships with others early years providers are in the early stages.

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

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

- ensure that staff designated to take lead responsibility for safeguarding children attend a child protection training course (Safeguarding and promoting children's welfare) 05/12/2011
- ensure a written procedure for dealing with concerns and complaints from parents is put in place, and keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare) 06/10/2011
- improve the risk assessment record so that it includes information about who conducted it (Documentation) 06/10/2011

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

- improve the information written in the evacuation procedure to include any problems occurred and how they were resolved
- improve the systems to work together with other practitioners to support transition and consistency between settings.

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

Children are safeguarded because staff are familiar with the steps to take if they have any concerns. Two members of staff are designated to take lead responsibility for safeguarding and liaising with the appropriate agency. Although they have a sound knowledge of the procedures to follow, they have not attended safeguarding training, and this is a breach of requirements. Suitable recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff. Regular risk assessments take place and staff are quick to report any concerns that arise. However, the record does not include the name of who conducted it, which is a breach of requirements. Fire drills are carried out but not all the details are recorded. Most of the records, policies and procedures are in place to safeguard children's welfare is in place. However, there is no written procedure for dealing with concerns and complaints, which is also a breach of requirements.

Staff are committed to working in partnership with parents and they have generally good relationships with them. Parents are warmly welcomed on arrival and there is a daily verbal exchange of information. Parents receive good information about the provision through the school's newsletters and plans are in place to create a web-site. The information parents receive includes business arrangements and activities the children enjoy. As part of this partnership, parents complete questionnaires to give their views on the service they receive. Equality of opportunity is promoted and children share news about themselves and their family, helping them to feel valued and promoting a sense of belonging. Children learn about diversity, disabilities and other cultures through the play and learning resources available to them. Staff have a positive attitude with regard to caring for children who have special educational needs and will seek appropriate professional advice and support as necessary. The manager leads an enthusiastic and friendly staff team. Although, there is no formal system to record self-evaluation, the manager has a clear vision for the development of the service. She communicates her vision to the staff team through regular team meetings. Staff are supported to attend training as part of their personal development.

The manager is in the early stage of developing links with others delivering the Early Years Foundation Stage. However, links with the early year's advisory team and some community projects such as the scrap scheme are well established. This ensures sustainability and the ability to maintain improvements. Children choose from an interesting variety of resources and equipment that are organised to enable independent choice. Good use of space enables the children to carry activities to different areas of the hall. The large playing field is used to enable the children to enjoy outdoor play several times during the session.

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

Children are cared for in a welcoming, well maintained environment where they settle quickly and grow in confidence. They demonstrate a suitable knowledge of healthy lifestyles. They wash their hands routinely before they eat and know why they do this. Lots of information is displayed in the bathroom to remind the children to observe good hygiene practices. Children are fully independent as they pour their own drinks and apply lotion to protect their skin from the sun. They enjoy playing outside in the outdoor play space as part of a healthy lifestyle, and practice their physical skills as they catch and throw balls and play tennis. They make healthy choices at snack time and stringent procedures ensure meals are prepared and served in line with food and hygiene safety. Meal times are relaxed and flexible to cause minimal disturbance to the children's enjoyment. Children develop a suitable understanding about safety and hold on to the rope as they walk back from school. Staff are positioned at the front and back to monitor and reinforce safety issues. This provides opportunities to help them develop an understanding about road safety.

Children make good relationships with staff and each other and come into the setting happily at the start of the session. Children know what is expected of them as staff have a consistent approach to behaviour managements. They are confident, responsive to staff and familiar with the boundaries in place. For example, they store their personal belongings in their named box. Children benefit from a planned but flexible routine, which provides flexibility to accommodate their interests. They also benefit from quality interaction from staff to support them and extend their enjoyment.

Children's progress in communicating, literacy and skills relating to information and communication is developing well. They start to solve problems as they complete puzzles and word games. The children enjoy building and constructing with a variety of resources, and have fun making their own models from recycled materials, using glue and tape to join the pieces together. They develop their hand and eye co-ordination through cutting with scissors and playing interactive push button games.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## 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:

- ensure there is a written statement of the procedures to be followed in relation to the requirements of the Childcare Register and which a parent makes in writing or by e-mail (Procedures for dealing with complaints) 06/10/2011

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 compulsory part of the Childcare Register (Procedures for dealing with complaints) 06/10/2011