

# Kids Club 2001 (Ashley School)

Inspection report for early years provision

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**Unique reference number**

EY306704

**Inspection date**

15/12/2009

**Inspector**

Catherine Greenwood

**Setting address**

Ashley School, Ashley Road, Walton On Thames, Surrey,  
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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

Kids Club 2001 opened in 2005. It operates from Ashley Primary School, Walton On Thames, Surrey.

Children have access to two rooms, one of which is a library, as well as a hall, and an enclosed outdoor play area. The club is open each weekday from 3.00pm to 6.00pm, term time only. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the club at any one time. There are currently 27 children on roll, two of whom are within the early years age group. The club currently supports children with special education needs and disabilities.

There are two members of staff, one of whom is the manager, who holds a teaching qualification and is working towards an appropriate early years qualification NVQ level three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. There were no children present within the early years age group when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. From discussion, staff demonstrate they have a considerate, caring and inclusive approach to individual children and their families. However, induction procedures for new staff are not always successful in helping them to understand about their own role and children's safety, and systems to evaluate practice do not support staff in making continuous improvements. Documentation shows there are weaknesses in the range of planned activities, and there is no evidence to show that there is a member of staff on the premises at all times who holds a first aid certificate.

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

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

- improve the balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 28/02/2010
- ensure all records are made easily accessible and available for inspection by Ofsted, for example, evidence that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Documentation). 28/02/2010

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

- ensure all staff are supported with improving their qualification levels
- ensure induction training for new staff, for example, the manager, helps them understand how the provision operates and their role within it. Induction training should include matters such as evacuation procedures and child protection and health and safety issues
- support quality improvement processes in the setting, recognising how these processes can extend effective practice and help improve outcomes for every child
- maintain a regular two-way flow of information with parents, for example, about activities and children's developmental progress.

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

Recommendations from the last inspection have been met. Staff have a satisfactory knowledge of child protection procedures, and demonstrate a good understanding and commitment to completing written risk assessments of the premises. However, the new manager is not familiar with fire evacuation procedures, which puts children's safety at risk. In addition, induction procedures do not enable the manager to have a confident approach to her role and responsibilities, and her teaching qualification is not relevant to the requirements of the Early Years Register and the compulsory Childcare Register. Consequently, unqualified staff frequently take responsibility for leading the provision.

Through discussion, staff identify that they talk to children about topics covered whilst they are in school, and provide activities that complement children's learning, for example, in relation to colour and number. Questionnaires show that children's views about the provision are sought. Staff say they use children's suggestions to provide additional play equipment, and act on their comments about what they like doing. The newly appointed manager can identify some aims for improvement, although she does not have any knowledge of self-evaluation processes. There is no documentary evidence available to show that there is a member of staff on the premises at all times who holds a first aid qualification. This is a breach of the welfare requirements.

Children have access to different areas within the school premises, which means they have plenty of space in which to play, although resources have to be moved between all the areas that are used for each session. This restricts the choices that children can make independently within their play. Parents say that generally they are happy with the provision, and that staff are very caring. However, they identify that they would like more structure and provision of activities, as well as information and feedback about what children do, and their well-being.

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

From discussion, staff demonstrate that they encourage children to be kind and cooperative through asking them to think about their behaviour and how it affects others. Brief written activity planning is in place, and children are given time to choose their own resources. Samples of children's art work show they have some opportunities to create their own designs, for example, as they draw and make pictures of creatures under the sea for competitions. However, documentation shows that the range of planned and adult led activities presented to the children are limited, particularly in relation to arts and crafts. Staff say they provide regular opportunities for children to play hide and seek in the school playground, although the outside play equipment, other than the climbing apparatus within the school, is limited.

Staff have a positive attitude to ensuring that children are happy and well occupied. They understand the importance of joining in play at appropriate times, and asking children questions without being intrusive, to extend their learning. Staff have a good knowledge of children's individual needs and progress, and provide additional one to one support for children who have special educational needs and/or disabilities, to ensure they are fully included. They try to help children understand their own emotions and consider the needs of others. For example, in learning how to cooperate when playing football with their friends. Staff have a good knowledge of what children like to do, such as mirroring movements, and pretending to be shopkeepers. They help children to write their names and other words.

Staff are responsible for completing observation and assessments of children's progress towards the early learning goals. Written observations show that they attempt to identify and build on children's interests and skills, and encourage their independence and social interactions, for example, through making their own choices and decisions about what they do. Records show that some staff have a good knowledge of children's individual abilities and what they want to help them achieve next. Through discussion, staff identify that they talk to children about topics covered during school and provide activities related to colour and number that complement children's learning. There are opportunities for children who are more able to be presented with sufficient challenge, for example, as they play games such as battleships, and identify routes on complicated mazes.

From discussion, staff say they help children to learn about their own safety, for example, through reminders about staying together, and the use of questionnaires that show children know why it is important to tell a member of staff when they are leaving the room. Staff have a good knowledge of the importance of providing children with healthy snacks and drinks, and a good understanding of how to protect them from the risk of cross infection, through following good hygiene practice.

## 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	4
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	4
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 the manager has a qualification at a minimum of level 3 in a relevant area of work as set out in the National Qualifications Framework and determined by the Qualifications and Curriculum Authority (Qualifications and training) 28/02/2010

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:

- ensure the manager has a qualification at a minimum of level 3 in a relevant area of work as set out in the National Qualifications Framework and determined by the Qualifications and Curriculum Authority (Qualifications and training) 28/02/2010