

Ashtead Kids Club

Inspection report for early years provision

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Inspector

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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

Ashtead Kids Club has been registered under its current owner since 2001. It is a privately owned club and offers breakfast, after school and school holiday care. The club operates from the Youth Centre in Ashtead, Surrey. The club have access to a large hall, sports hall, and disabled toilet on the ground floor. The kitchen and canteen areas are on a mezzanine level. The children's toilets are down a small flight of stairs to the basement. A public playing field and hard courts are available for outdoor play. The club currently serves five local schools and children are both taken to and collected from school by club staff. Children attend for a variety of the sessions.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the club at any one time. It accepts children from the age of three to 11 years. The club is open Monday to Friday from 7.45am to 9am and 3pm to 6pm for 38 weeks of the year during school term time. During all school holidays, the club is open from 8.30am to 5.30pm. There are currently 100 children aged from three to 11 years on roll, of whom 14 fall within the early years age range. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The local authority advisory teacher regularly supports the club. A team of eleven staff work with the children. Of these, 10 hold a relevant National Vocational Qualification at level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club offers children a space to interact and engage in a suitable variety of activities with their friends. However, opportunities for children to be outside are more limited and the book area is not used fully. The atmosphere is calm and children behave well. Staff have a sound knowledge of learning and development and are well trained. They are aware of the individual needs of the children and have developed supportive links with parents. Systems to monitor some safeguarding and documentation requirements are not fully effective. Permission from parents has not been requested for the seeking of emergency treatment and the record of risk assessment does not contain all relevant information. The club has met previous recommendations and uses self-evaluation to maintain sufficient continuous improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 08/12/2011
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 08/12/2011

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

- identify ways to make the book area more attractive to encourage the children to enjoy looking at books
- increase opportunities for children to access outside play in all weathers so they can use their senses and have the freedom to explore.

The effectiveness of leadership and management of the early years provision

All staff are aware of how to promote children's safety. The majority of staff have undertaken safeguarding training, and procedures are in place to ensure this is regularly updated. All staff have first aid training and they record accidents accurately. However, parental consent for children to receive emergency medical treatment and advice has not been requested from parents. Staff carry out sufficient daily safety checks, and these are successful in minimising risks to children. However, they do not maintain a record of the risk assessment that states when it was carried out and by whom. These are breaches of specific legal requirements. Policies and procedures are reviewed and implemented by staff. Fire drills are regularly practised to ensure staff and children are familiar with the way in which to evacuate the building in an emergency.

The manager and staff use self-evaluation suitably to reflect on practice and identify strengths and weakness in the club. Staff attend regular meetings to develop action plans that are realistic and achievable. The manager encourages staff to attend training courses as part of their professional development. The local authority advisor visits the club regularly, and is supporting them to access additional funding through the 'Include Me' scheme.

Staff are effectively deployed and provide the children with a variety of activities and resources. There is a strong emphasis on sport and craft activities. The staff enable the children to develop skills for the futures and build independence by offering a range of individual and group activities. The resources and equipment have recently been up dated through a consultation process with parents and children. There is a good rotation of activities and children are encouraged to participate in planning the environment. Staff are positive role models and participate in games with the children. They plan for the children's next steps and have positive links with other providers to ensure continuity of care for the children.

The club has a sound understanding of equality and diversity issues. They take into account the children's individual background and encourage them to learn about other cultures. They hold activity events with children being taught how to use chopsticks to eat noodles, as well as themed days focusing on other cultures.

Parents and other agencies involved with children are welcomed into the setting and staff establish positive relationships with them. The manager has set up strong links with all the schools that the club serves. The staff liaise regularly with teaching staff when they collect the children from school. Parents are very happy with the service, they feel they can talk to staff about any issues and their views are taken into account. Parents of children in the Early Years Foundation Stage meet regularly with their child's key person, and are kept well informed about their children's progress.

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

Children enjoy their time at the club and participate in the different activities available, which cover most of the six areas of learning. The room is set out to enable the children to choose which activity they wish to play with. They have room to spread out on the floor to play with cars, as well as having tables set out with pens, pencils, and paper for mark making opportunities. Comfortable settees enable the children to sit together in groups to play board games, where adults praise and support the children to share and take turns. Craft activities are changed daily to allow the children to explore different materials, for example, using brushes and leaves to create pictures.

The sports hall enables the children to run about in a safe environment, the planned activities interest girls and boys as well as being appropriate for the different age groups of children attending. The little kicker's football practice is a firm favourite with the younger children, who enjoy kicking the football into the goal as well as manoeuvring it around the cones. The children are aware of the daily routines and the rules to follow to keep themselves and others safe. They wait to be registered when coming into the group, and remind parents to sign them out before leaving. New children are introduced to their key person as well as the member of staff who will collect them from school, before they start at the club.

The children have a good awareness of how to stay healthy. They wash their hands before eating a snack and after using the toilet. The children are offered a healthy snack when they come into the club. Staff are aware of the dietary requirements of the children and the allergy list is regularly updated. The children are eager to join in sports activities and proudly show off the sticker they receive for playing football. Drinks are available throughout the session. Opportunities to play outside are limited especially during the winter months, which limits children's freedom to explore and use their senses. All Children behave well and are eager to interact with friends and engage in activities as soon as they enter the building. Staff encourage the children to be involved in the planning, helping to plan art

activities, as well as thinking about fundraising ideas to support national and local charities. Cooking is particularly popular with the children who make cakes to sell at cake bakes and fetes.

The children are progressing well and developing skills for the future. They are curious about the world around them, engaging in discussions with staff and friends about activities they have carried out at school. The readymade den offers the children a quiet place to sit and chatter with friends from other schools. The children have opportunities to explore the book area but make limited use of the space.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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