

Star Kids Out of School Club

Inspection report for early years provision

Unique reference number EY428551
Inspection date 05/12/2011
Inspector Chris Hodge

Setting address The Bridge Community Primary School, The Community
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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

Star Kids Out of School Club registered in June 2011 and opened in September 2011. The club is privately owned and managed. It operates from nursery school classrooms and large hall at The Bridge Community Primary School, Dartford, Kent. There is a secure area for outside play. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may offer care to a maximum of 30 children under eight years at any one time, of whom ten may be in the early years age range, and none may be under three years. It also offers care for older children under the age of 12 years. The club operates five days a week, Monday to Friday, from 3.15pm until 6pm. A holiday play scheme is provided during some school holidays from 8am to 6pm. There are currently two children in the early years age group on roll. There are currently two members of staff who hold appropriate qualifications, including a manager who has NVQ at level 3. Another member of staff who is in the process of working towards a level 2 qualification works with the children when required.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out of school club provides children with an inclusive, safe, stimulating and fun environment. Staff demonstrate a growing knowledge of individual children that helps to ensure their individual needs are met. They develop good relationships with parents. Partnerships with the school are well established, helping to ensure that children are supported in making good overall progress towards the early learning goals. Staff are committed to continuous improvement and are achieving this through self-evaluation, training and by working closely with their early years advisor.

What steps need to be taken to improve provision further?

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

- develop further observations to more rigorously assess children's progress towards the early learning goals and to further support planning for their next steps in learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is given high priority. Staff demonstrate a good understanding of child protection issues and of their role and responsibility for recording and reporting any concerns in line with Local Safeguarding Children

Board procedures. There are well organised systems in place that ensure all adults working with children have been appropriately vetted and are suitable to do so. Two members of staff hold a valid first aid certificate. Daily risk assessments are carried out on the premises and outside play area. Secure systems are in place to ensure that unwanted visitors cannot gain access to the premises and that children cannot leave on their own. Staff are well deployed and closely monitor children's arrival and departure. Emergency evacuation procedures are regularly practised with children.

The club is open to all children attending the school and fully promotes equal opportunities and diversity through written policies, activities and resources. The stimulating environment offers children a wide range of very accessible play resources and activities, encouraging them to self-select and make independent choices about what they want to play with. Parents are kept informed about daily events and activities through verbal discussions, notice boards, the web-site and school newsletters. A large digital photo frame in the foyer enables parents to see visual examples of what their children have been doing during their time spent at the club. Partnerships with the school are well established. Staff regularly liaise with the reception class teacher to ensure children's individual needs are identified and met, and that they are progressing towards the early learning goals. The manager meets up with the head teacher at the end of every term to review the provision. The club was recently invited to take part in a culture day at the school and to be involved in the Christmas fair.

The manager and staff are committed to continuous improvement. Regular team meetings are used to discuss strengths and weaknesses and to identify training needs. Staff work closely with their local authority advisor and have devised a development plan, identifying several areas for future development. These include improving systems for observation and assessment and setting up a coffee afternoon for parents. Staff are encouraged to continue their professional development by attending training.

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

Children are secure, happy, confident and enjoy their leisure time after school in a stimulating and caring environment. They develop close relationships with adults, working with them and their peers. Staff liaise with the reception class teacher and plan activities that provide continuity in younger children's learning. There are currently only a few early years children attending and staff show good knowledge of their needs. Staff carry out simple observations as they play and support them well during activities. However, observation systems do not yet clearly link to the six areas of learning in order to more rigorously track children's progress as numbers increase, and to further support planning for their progression.

Children are sociable, friendly and play well together. They enthusiastically engage in balanced range of child-initiated and adult led activities that help them make good progress in their learning. They confidently use language to organise their play and to express their thoughts and ideas. Children have access to a good range of books and enjoy taking part in activities that encourage their writing skills. They develop their creativity using a wide variety of art and craft materials

and explore with sand and water. They have fun problem solving using various puzzles, construction resources and playing various games, which also encourage them to take turns. Children learn about the wider world through the celebration of different cultural festivals. The outside play area provides children with wide range of physical activities and indoors children enthusiastically play physical games such as Twister.

Comprehensive written policies and procedures are effectively implemented to promote the health and welfare of children. The premises are clean and well maintained. Children know how to keep themselves safe both indoors and while playing outside. They understand the importance of hand washing after going to the toilet and before snack time and use soap dispensers and paper hand towels to prevent cross infection. Children are offered healthy snacks and fresh drinking water is available throughout the session. They sit together at snack time, talk to one another and develop their independence and social skills. For example, children butter their own bread and scones and make choices about what they eat. The manager and staff have detailed information about children's dietary requirements and work closely with parents to ensure individual dietary needs are met. Staff understand the importance of positive strategies to support children's behaviour and provide them with lots of praise and encouragement. Children are familiar with the rules because they are involved in making them and staff discuss them regularly with children at snack time. As a result children are well behaved and form good friendships as they develop a range of skills that will support them in the future.

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