

# Kid's City at St. Mary's RC Primary School

Inspection report for early years provision

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<b>Setting address</b>	St. Mary's RC Primary School, Crescent Lane, London, SW4 9QJ
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<b>Email</b>	
<b>Type of setting</b>	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**

Kid's City at St. Mary's RC Primary School is one of a chain of out of school provisions run by Kids City across south London. It registered in 2004 and operates from a hall located in St. Mary's Roman Catholic Primary School. All children have access to the playground, football pitch, library and computer room. It is situated in Clapham, in the London Borough of Lambeth and serves the children who attend the school. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from three to eight years may attend at any one time, all of whom may be in the early years age group. Older children may attend up to the age of 11 years. Currently there are 26 children on roll who attend on different days. The after school club opens each weekday from 3pm to 6pm during term time. The after school club currently supports children with special educational needs and /or disabilities and children learning English as an additional language. Two staff and two volunteers work with the children. They hold appropriate early years qualifications. The manager holds an Early Years Childhood Degree. The after school club receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff know all the children well and meet their needs effectively overall. A good combination of adult led and child centred activities enable the children to enjoy themselves and make good progress. Children learning English as an additional language are well supported by staff, feel settled, make friends and enjoy talking. Good partnerships with parents and the host school support consistent care. Staff take effective steps to evaluate the provision and recommendations from the previous inspection have been met well. This all impacts on continuous improvement within the after school club, which staff demonstrate a good capacity to sustain.

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

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

- provide a quieter area for children to rest, relax or sleep as needed, to better meet individual physical needs after the busy school day.

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

Children are protected well because staff have a good awareness of safeguarding and child protection issues. Comprehensive policies and procedures are

implemented well to maintain children's safety. Daily risk checks are carried out and there is an annual risk assessment in place to identify hazards. Staff and volunteers have robust checks for suitability to work with children. Staff supervise children well and make sure volunteers understand their roles. Children are cared for in a safe and well organised environment.

Partnerships with the host school are good. Staff have good relationships with class teachers and the head teacher, which support consistency of care and development well for all children through useful regular discussion. Children benefit from using many of the school facilities while under the care of the club, such as the football pitch, library and computer room, which are used well to support children's development. Generally, staff make good use of all the space available, although they overlook the need to provide a rest area for those children who may be tired at the end of a busy school day.

Staff establish positive relationships with parents. When parents register their children, they provide information on their children's dietary requirements and staff meet the children's nutritional needs well. Subsequently, they share information well with parents on a daily basis, so children's individual needs continue to be met well overall. Management always updates the parents with children's development and key staff share good information on the progress of the children.

The club is managed well. Staff and head office consistently communicate and consider ways to improve the provision further through reflecting on what they offer the children. Staff training is updated and further qualifications undertaken, as a result of regular appraisals, so staff support children effectively. Staff liaise effectively with the early years team in the borough as necessary. Parents have questionnaires to give their ideas on the quality of the provision. There is a suggestion book, so they can offer further ideas to improve the provision. Staff are mindful of promoting equality. Effective, small group support for key children enhances learning for those with additional needs; consequently, children that learn English as an additional language feel confident and do well. Staff are deployed well, clearly enjoy their time with the children and provide good support to all; consequently, outcomes for children are good. Staff work well as a team. They successfully find ways of refining and improving daily activities through regular monitoring, such as the organisation of snack time, which leads to better facilities. Overall, the club staff drive improvement well.

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

Key staff play a vital role in maintaining the well-being of all children in the group, which they do well. Children experience a strong continuity of care through the 'key person' system. Children's behaviour is good because staff are encouraging and make children aware of their expectations for good behaviour. Children are friendly and polite. They show respect to staff and one another. They have full understanding of the club 'rules' and make their own too, showing they understand the need to walk in the hall, for example. They take turns, share play resources

well and happily make choices about what to do. Children learn to take care of the environment and enjoy using recycled materials to make models.

Overall, children's health is promoted well, such as by staff providing a variety of healthy choices at snack. Posters are displayed with a range of fruit and vegetables to encourage children's understanding of healthy eating further. Children wash their hands before snack independently, understanding the need to do so to maintain hygiene. The well organised snack routine encourages them to develop personal independence as they cut their own brown bread or spread crackers competently. They tuck into melon and apples; however, staff prepare these, rather than encouraging children to do so for themselves. Children know they eat fruit and vegetables to keep healthy. Children pour their own water or choose diluted juice which is readily available. Children keep fit and enjoy the outdoor environment by playing football, using pedal vehicles, racing and exercising on their scooters. They enjoy races outside, especially when they are awarded certificates.

Staff plan activities and experiences well overall, that complement the school day without trying to replicate it. They cover all six areas of learning and know children well enough to provide for their interests and stages of development. The rooms used are set out well, but any children who are tired and need to rest or sleep have no suitable area for this. Aside from this oversight, children participate eagerly in the available club activities. They play counting games and recite numbers confidently. They enjoy playing number matching games. Children learning English as an additional language make consistent progress in developing their conversation skills as they chat with friends. Children skilfully tackle problem-solving activities and readily take part in quizzes. They engage in teamwork gaining valuable social skills. Children learn about the world by playing with giant puzzles, matching them to corresponding countries using pictorial illustrations. They use the computer and type independently. They enjoy creative activities such as painting. They use a variety of paint brushes and bright coloured paints to create their desired effects. Sometimes, the children display artwork for themselves as 'Kid's City artists'. They enjoy playing with a variety of interesting resources although some of the resources are not presented as well as possible, being somewhat muddled up in different boxes. Children engage in imaginative play pretending to cook, carry dolls or play with transport toys.

Children gain a strong sense of self-worth and confidence at the club. They learn about different cultures through festivals and enjoy cooking a variety of foods, such as stir-fried noodles or fried plantain for 'Black History Month'. Children enjoy coming to the club and gain a range of useful skills from the choice of activities. They rummage, probe and explore various resources, looking at fairy wands, handbags or assorted plastic fruits. They develop their independence well, gaining useful skills to equip them outside the school day.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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