

The Have Some Fun Kidz Club

Inspection report for early years provision

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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

The Have Some Fun Kidz Club first opened in 2005 and re-registered in 2011. It operates from a large school hall in St Paul's Cray, Kent. All children share access to a secure enclosed outdoor play area.

The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children under eight years may attend at any one time. Children aged three and four years are funded for free early education.

The club is open each weekday from 3.15pm to 6pm for 38 weeks per year. There are currently 60 children on roll, of whom six are in the early years age range. Children who attend come from the local area.

The club supports children with special educational needs and/or disabilities and those children with English as an additional language. The club has disabled access. The club employs six members of staff; of these four hold a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this stimulating, safe and secure environment. Staff value and support children as they attain good progress and make the most of their abilities. The club evaluate their provision well, seeking views from parents and the children to enable them to meet children's individual needs effectively. Assessment systems are generally well maintained and documentation supports children's welfare effectively. Staff seek to improve the learning opportunities they provide and to work towards the best possible outcomes for children. The club demonstrates a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend assessment systems further to fully monitor children's development and support planning of relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection and how to safeguard children. Good risk assessments enable children to play in a safe environment. Regular fire

drills enable children's understanding of emergency procedures. Staff record and evaluate these drills to show how they can be improved. All staff have a criminal record check and good recruitment procedures help ensure staff are suitable to work with children.

Resources are laid out thoughtfully, allowing children to play as soon as they arrive. Staff ask the children their views on the resources, adding new ones to progress their learning and development. Equality and diversity is promoted well and children learn about the wider world around them. Children learn about different festivals and celebrations at a level they understand.

Staff work well with the teachers at the school. They complement the topics children are learning in school, helping to provide continuity of learning alongside their care. Staff and teachers enhance the provision of activities and experiences through information gained from children's questionnaires. Good partnership working is also in place with parents. Staff communicate well, giving feedback on their children's progress and relaying messages from teachers. Parents' views are invited to enhance the service and help staff in achieving the best possible outcomes for children.

Staff demonstrate a strong capacity to improve, using reflective systems effectively to highlight key strengths and areas to develop. They enhance their understanding of childcare through ongoing training and further education opportunities.

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

Children have a good sense of belonging and are very settled and happy. They arrive eager to start playing and exploring the activities on offer. Children move around safely, taking care when using the stairs in the school hall. They hold onto hand rails and are aware of how to keep safe during play. Staff are skilled at supporting children's progress in their individual learning, asking open-ended questions to make them think about what they are doing.

Children learn about hygiene and being healthy at a good level. Younger children work well with the older children, who remind them to wash their hands before snack and afternoon tea. The children enjoy a good range of physical activities that promote healthy lifestyles well. They enjoy playing football and have free flow between the hall and the outside area. Fresh fruit is available to the children on arrival and children who stay later have healthy snacks. Children can help themselves to a drink at all times, enhancing their independence skills.

Staff carry out observations of the children and use these to inform planning. Children's interests are also used to inform planning to help make activities fun and educational. Planning includes differentiation, and allows staff to plan how to meet the needs of the different age groups of children. However, systems to assess children's progress are not fully linked with current planning to demonstrate how activities support individual children's learning. As a result, staff from the other

settings working with the children would not be aware of why they are carrying out the activities. Nonetheless, children are making good progress from when they started at the club.

Older and younger children all play really well together and share resources well. They all take time to help each other with different activities and resources. Given the children's ages and stages of development they are well behaved. Children are making good progress with their speech and they show that they are becoming inquisitive learners, showing curiosity in all that is going on in the club. Children enjoy role playing and staff aid the children in building den's so they can play 'knights'. Children explore nature. They take turns to stand on a low wall to throw sycamore seeds up in the air to see how they fall. The staff interact well with the children to talk about what is happening, which enhances children's knowledge and understanding of the wider world around them.

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