

Smart Kids After School Club (Belmont)

Inspection report for early years provision

Unique reference number EY340297
Inspection date 29/02/2012
Inspector Shanti Flynn

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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

Smart Kids After School Club (Belmont) has been registered since 2006. The club runs from the small hall on the site of Belmont Primary School in Belmont Road, Erith, in Kent. The club is open Monday to Friday from 3.15pm to 6pm during term time only. All children share access to an enclosed outdoor play area. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged between four years and eight years may attend at any one time, all of whom may be in the early years age group. The club also provides care for children aged over eight years. There are currently 25 children on roll, of whom two are in the early years age group. On the day of inspection there were no children in the early years age group present. Children attend for a variety of sessions. The provision is open to the children who attend Belmont Primary School and those who live in the local area. The club currently supports a number of children learning English as an additional language. The club employs five staff including the manager. Four of the staff, including the manager, hold an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff understand well how to help children enjoy their time at the club. They know how to make children feel suitably secure and safe, and help them establish good relationships. Most of the necessary procedures to promote children's well-being is in place, although some specific legal requirements have been overlooked. There is limited effective use of self-evaluation and the Early Years Foundation Stage Practice Guidance, which slows improvements in outcomes for children. Most recommendations from the previous inspection have been address adequately, however; hence, the capacity to maintain continuous improvement is satisfactory. The club is inclusive and staff treat all children as individuals, taking time to find out what their interests are.

What steps need to be taken to improve provision further?

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

- ensure all records are easily accessible and available for inspection (Documentation) 14/03/2012

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

- improve self-evaluation to identify where systems need improvement, in order to better meet children's individual needs

- improve opportunities for children to contribute positively to club life by taking on small responsibilities, for example, in relation to snack time.

The effectiveness of leadership and management of the early years provision

The policies and procedures that are in place safeguard the children in the club adequately because staff generally follow these closely. During inspection, staff are observed to provide a safe environment. They complete checks on the areas and equipment that children use to make sure these are safe and suitable; however, records to show these checks are completed are not always filled in, as required by the stated policy, so it is unclear as to whether such checks are always carried out. All staff know what to do if they have concerns for a child and this results in children's welfare being protected. All the staff who work in the club are suitably vetted; however, the provider failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

The premises are secure. Parents and carers have to ring a bell so that staff can unlock the gate to admit them. All visitors sign in on arrival to the club and there is CCTV in operation in the main hall during the session. All the staff are trained in first aid; they know how to handle food hygienically. Staff document and sign any accidents that occur, and share this information with parents when they collect their children.

Staff provide children with a suitable range of resources within the hall or outside in the playground. The indoor space is organised sufficiently to allow children to benefit from areas to socialise with each other, read or play quietly. Appropriate staff ratios allow children to be supervised at all times.

A clear equal opportunities policy is understood by staff, who demonstrate through discussion that they value and respect all children and their differing backgrounds. Staff have a suitable understanding of how to build positive relationships with parents and carers; for example, they state that they take time to exchange information with parents verbally at the end of each session. This partnership helps them build a picture of the children's lives outside the club, which informs activities and conversations the next day. They get to know the children well and this helps them to meet individual children's needs appropriately. Parents are provided with an appropriate range of information about the club. The club also works closely with the adjacent school, and teachers sometimes bring the children to the club if they need to share any information with the staff. Communications with other early years settings attended by some children, are less well established, so staff cannot support continuity in learning and care so well.

The manager and staff meet as a team to reflect on their practice in order to evaluate it, and have made some improvements since the last inspection. They use questionnaires to ask parents and children for their views, but cannot evidence that these have been analysed and acted upon to help drive improvement fully effectively. Monitoring systems are not always effective. Not all records of policies

are available for inspection, as required, although staff state these are in place and are updated. Staff meetings are used appropriately to share new ideas for improving practice and outcomes for children.

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

Staff demonstrate how they make the club suitably welcoming for children and explain how their knowledge of individual children helps them settle quickly on arrival. Staff understand the importance of establishing good relationships with the children, through involving them in conversations and listening carefully to what they have to say. Staff know how to develop children's confidence, so they can ask for help or for other resources. Staff explain the established routines which help children know how sessions run, to make them feel secure. Children are involved in decision making as staff describe how they allow children to choose the resources they wish to play with. The children use a large indoor hall and have daily opportunities to play outside in the playground, where they can participate in physical activities such as playing with on large tyres or with a parachute. Staff describe how they join in with children's games to provide support. In addition to what children choose for themselves, staff also plan some specific activities. They use their knowledge of children's individual interests to plan suitable activities to cover a broad range of learning.

Indoors, children are provided with a wide range of resources that support suitable progress in literacy, numeracy and information and communication skills technology. Resources include books to browse through quietly, laptops, and early writing materials, all of which help them acquire and practice suitably useful skills. Children can use their knowledge of number and problem solving when playing board games. A lack of knowledge of what some children do during the school day means staff cannot always provide activities that help children consolidate their learning.

Staff describe the healthy snacks provided for children halfway through the session, but this system allows little input from the children themselves to encourage them to take on small responsibilities. Additionally, this system does not allow for those children who may be hungry immediately at the end of the school day. Clear routines promote children's personal hygiene suitably, as staff understand the need to make sure children know that they have to wash their hands before they eat. They also understand the need to teach children that they must ask before going to the toilets, so that staff know where they are at all times. During the session, staff explain how they provide gentle reminders to children about how to stay safe and explain why they must not do certain things, such as running indoors. These systems help children to begin to develop an understanding about how to keep themselves safe in their environment.

Staff explain how they implement a consistent approach to behaviour management in order to encourage good behaviour. They are clear about the need to act as good role models, and help the children to understand the rules and expectations

within the club. Staff understand how to handle unwanted behaviour in a calm and consistent way which is appropriate to the needs of each child. They understand the importance of promoting children's social and emotional development through forming friendships, teaching negotiation skills and supporting children in playing and working appropriately alongside other each other.

Planning of activities includes experiences to respond to festivals from different cultures. Staff provide dressing up clothes that include traditional costumes and meals that involve trying different foods. Staff describe how they encourage children to learn new words in other children's home languages, in order to promote acceptance of other lifestyles.

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	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

Outcomes for children in the Early Years Foundation Stage	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met