

# Chessington Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY319555
<b>Inspection date</b>	16/03/2012
<b>Inspector</b>	David Hogg
<b>Setting address</b>	Castle Hill Primary School, Buckland Road, Chessington, Surrey, KT9 1JE
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<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

Chessington Kids Club was registered at the current premises in 2005 but has been operating since 1992. It is a committee run group that operates from the hall and one classroom in Castle Hill Primary School, in Chessington, Surrey. A maximum of 30 children may attend the out of school club at any one time. The Club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The out of school club is open each weekday from 7.30am to 9am and 3pm to 6pm term time only. The holiday play scheme runs in some of the school holidays when it is open from 8.30am to 6pm. Children have access to a secure enclosed outdoor play area. The club cares for children from four to 11 and is registered for a maximum of 30 children aged four to under eight years of age at any one time. The provision currently has 47 children on roll, of which eight are in the early years age group; 29 are aged between five and eight and 10 are older. Children come from several local schools. The club is able to support children with special educational needs and/or disabilities. The setting employs eight members of staff and four, including the leaders-in-charge, hold appropriate early years qualifications. One member of staff is undertaking a training programme. The club employs three unqualified playcare workers and has additional support from two volunteers. Two members of staff hold a current paediatric first aid certificate. The club has gained funding to employ a member of staff who is training to work with children on the autistic spectrum.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Chessington Kids Club is a good setting that provides a caring and enjoyable environment where children engage in a range of activities that help them to learn and make good progress. Safeguarding arrangements are good and children's safety receives high priority. Staff are well-trained and have enhanced skills to provide support for children of all abilities including those with special educational needs and/or disabilities. The club links with the host school on operational matters and in relation to the welfare needs of the children. However, this partnership does not include the sharing of information on children's learning and progress. Leaders and managers have developed the provision well since the previous inspection and demonstrate a good capacity to improve it further.

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

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

- share relevant information about children's learning and development with feeder schools to ensure greater continuity and progression in their learning
- refine systems for self-evaluation to enable sharper identification of areas for

improvement.

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

Staff have a good understanding of the arrangements for safeguarding children. All appropriate policies and procedures are in place and are subject to regular review. The staff who lead and manage the club are appropriately qualified. Minor injuries are recorded correctly and parents and carers informed appropriately. Risk assessments for activities are robust, ensuring equipment and activities are safe. Good, secure systems and procedures also ensure that children are collected by the right adult. Leaders and managers are ambitious and determined to bring about improvements. Recommendations from the last inspection have been successfully addressed. Children now enjoy physical activities outdoors and also indoors if the weather is inclement. The planning for a good range of activities includes a focus on the needs of children in the Early Years Foundation Stage. Staff promote equality and diversity well by making sure that all children can take advantage of what the club has to offer. Children of all ages, abilities and backgrounds enjoy good relationships, play happily together and respect the adults working with them. Older children are kind and take an active role in looking after the youngest ones. Staff are deployed well and children can select what they want to do easily from a range of age appropriate resources. Leaders and managers provide a wide range of activities that engage and interest children. For example, the children enjoy playing board games, and doing craft activities with the adults such as making Mother's Day cards. Staff ensure all of the children have opportunities to take part in what is on offer. A booking system is used for children to take turns to use the computers. The club benefits from having a special educational needs co-ordinator and staff with specific training to support those children with special educational needs and/or disabilities. As a result it enables children from diverse backgrounds to play and learn together. Activities are evaluated with regard to their success each week. Leaders and managers are beginning to use this process to provide a sharper view of areas to improve and to enhance outcomes for children. The engagement with parents and carers is good. Regular surveys allow them to express their opinions about the club. This feedback indicates that they feel their children are well looked after and that they enjoy their time at the club. Staff meet with parents and carers informally at the end of the day to keep them up-to-date about their children's welfare and progress. Partnerships are satisfactory overall. The club links well with the host school on operational matters and the welfare needs of the children. However, information about the children's learning and progress is not shared with the different schools to enhance continuity in children's learning. Through their good self-evaluation procedures, leaders and managers have identified this as a key area for improvement.

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

Children arrive happily and quickly become involved in an engaging range of activities. Children have the opportunity to choose whether they want to take part in adult-led activities or play independently. The activities are planned to ensure all children can take part and make good progress, especially in their social and physical development. Staff instinctively know when to join in children's activities and when to stand back and let children experience activities freely. Often sessions begin with the children playing indoors or in the garden area adjoining the classroom. After snack time they move outside to the large hard surfaced sports area. Especially in the summer, children spend long periods outside engaging in sporting team games or using larger climbing equipment. The staff observe and assess the children using a system to note what they can do in each area of learning and their next steps to inform subsequent planning. In addition, staff listen and include children's ideas and views about what they want to do and the resources they need while attending the club. Consequently children of all abilities engage well in the activities offered. Children's opinions are also used in the evaluation of the club's effectiveness to bring about improvements. Children behave well and they are friendly towards each other and adults. They are polite and say 'please' and 'thank you' when requesting items and share the toys happily. They learn to negotiate and cooperate, to take turns and enjoy chatting together while making models with construction toys. Parents and carers spoken to at the time of the inspection commented positively on the 'very personal nature of the care' and that 'each child is looked after and followed individually within a communal environment'. Children enjoy a range of creative tasks. Several children were keen to make Mother's Day cards and enjoyed cutting and sticking different pictures to personalise them. Children make a good contribution to the club. They have organised and run themed parties for Halloween and at Christmas. Other skills such as food preparation and basic cooking are developed effectively when they prepare their own 'wraps' and pizza toppings independently. Children develop safe, healthy practices, for example they are aware of personal hygiene and wash their hands before they eat. The children take an active role in clearing the table. They also help clear up the main room at the end of the day and help set up the breakfast club for the following day. Staff work well with the children, supporting them successfully in their learning by encouraging them to do better and discussing ideas with them. Activities are motivating, and develop children's self-esteem and confidence. Good social skills are nurtured in group activities, and time to talk with their friends and grown-ups. As a result of this good provision, children develop the skills they need for the future and are well-prepared for the next stage in their education.

## 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	3
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