

# Kids Club 2001

Inspection report for early years provision

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EY436230

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21/03/2012

**Inspector**

Gill Walley

**Setting address**

Laleham C of E Primary School, The Broadway, Laleham,  
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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

Kids Club 2001 (Laleham) registered in 2011. It operates from Laleham C of E Primary School in Laleham on the outskirts of Staines in Middlesex. Children have access to 'the hut', which is the school's art room, and an enclosed outside play area. The club is also able to make use of the school grounds. The club is open each weekday from 3pm to 6pm term time only and accepts children from four to 11 years of age. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children under eight at any one time. There are currently 27 children on roll of whom 5 are in the early years age group. The club is staffed according to the number of children present. Three of the four members of staff are qualified to National Vocational Qualifications at Level 3 and one is working towards Level 3. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. It works in close partnership with the host school and also with the local authority and the other settings within the Kids Club company.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kids Club 2001 provides good care overall. Good provision is made for the development of children's learning and their welfare through a range of interesting activities which enable them to progress well. The club works effectively in partnership with its host school, with the other settings within the company and with parents and carers to ensure that the needs of all children are met. The new manager reviews the provision with her staff to identify aspects which could be improved. Adults' interaction with the children is supportive but does not develop their problem solving skills well enough or encourage them to identify safe situations for themselves. The club has a good capacity to improve.

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

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

- support children in developing their reasoning and problem solving skills by questioning them about their learning
- develop children's understanding of how to keep themselves safe in different situations by involving them in assessing risks

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

Policies and procedures for the safeguarding of children are robust. Procedures for vetting all adults in the club are rigorous and there is good induction for new members of staff. Staff are aware of potential risks to the children, for example, when they are in the playground, but the children are not involved in assessing risks to help them take some responsibility for keeping themselves safe. The club's policy for equality and diversity is enacted in its everyday life. Children of all backgrounds play and work well together and the club supports families well. Club staff ensure that every child gets the opportunity to be involved in all the activities and none are excluded. The club works productively with the host school to ensure that it meets the needs of all children, including those with special educational needs and/or disabilities effectively. This ensures that all children are happy, included and able to make good progress, whatever their background. Effective liaison with the host school enables the club to maximise the use of its resources and to discuss operational issues in order to ensure that it runs well on a day-to-day basis. The children make good use of the school's hall for energetic games when they cannot play outside. Staff discuss the children's progress and targets with the class teachers, and use information about the curriculum in order to plan activities which reinforce children's classroom learning. They also share information about the children whose circumstances make them vulnerable. There are good links with the local authority's support officer and the setting collaborates well with other clubs within the company, for example to share policies. Staff attend training provided by the local authority on safeguarding and first aid. The club works effectively with parents and carers who hold it in high regard. They feel that their children are making good progress especially in their confidence, social skills and speech. Children's keyworkers discuss their progress with parents and carers each day and the manager seeks parents' and carers' views through regular surveys. Where possible the manager responds to parents' and carers' suggestions, for example by providing them with more detailed information about the activities the children enjoy. She also asks the children for their views about the topics which interest them most and the toys they would like to play with so that the staff can plan activities which the children will particularly enjoy. The club runs smoothly, the resources are of good quality and used well. The new manager drives improvement well. The staff work closely together, they are developing their expertise and are committed to self-evaluation. For example they have identified better ways of recording observations of children's learning so that the staff know the children have met their targets. This enables the manager to monitor the children's progress more precisely and ensures that assessments are used well to identify the next steps in learning. This is indicative of the club's good capacity to maintain continuous improvement.

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

All children show a sense of security and are happy and settled. Routines are well established and the staff have high expectations of children's behaviour. The children have reward charts and use consistent sanctions to encourage them to make the right choices. Consequently, the atmosphere is calm and relaxed and children of all ages get on well together. The youngest children are confident in the surroundings and behave well. They form trusting relationships with adults and the older children which is beneficial to their well being and social development. Although children feel very secure and show that they understand how to play in a safe manner, they are not involved in assessing risks during their time at the club. The club's provision enables children to adopt healthy lifestyles well. Children enjoy running and climbing on a range of apparatus as well as playing team games in the school playground. Children adopt good habits related to their personal hygiene, for example in washing their hands before tea. They have a good understanding of the importance of a healthy lifestyle and enjoy making healthy snacks such as sandwiches, fruit salad and smoothies. The range of activities on offer enables all children to make good progress towards the early learning goals, particularly in their social development. Adults have a good understanding of the learning requirements of the Early Years Foundation Stage and provide a range of activities to promote them. These activities vary from day to day so that children get a broad range of experiences across the areas of learning. These include reading stories, construction toys, board games and jigsaw puzzles. Children develop their imagination and speaking skills through role play and dressing up. They have access to information and communication technology which develops good skills for the future in this area. The staff listen to children reading and practise writing with them. The children can also do their homework if they wish to. Staff assess individual children's progress and keep good records which help them plan for the next steps in children's learning. The staff are interested in the children, for example they talk to them about their day in school. They support them well, although they do not question the children in ways which would help them to develop their problem solving and reasoning skills. Children are confident and play well on their own and in pairs or groups. They choose activities for themselves and make a positive contribution to the club, for example by deciding on the topics they want to learn about. Children develop responsibility, for example by setting up and clearing away after tea. They learn about different cultures through celebrating festivals throughout the year such as Chinese New Year, and by playing with multicultural dolls, toys and games. They learn about their natural environment, for example by collecting leaves for their collages. There are many toys which specifically engage boys, including construction, a train set and toy cars. Children are prepared well for their future learning experiences.

## 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