

Kool 4 Kids Out of School Club

Inspection report for early years provision

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Inspector

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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

Kool 4 Kids Out of School Club has been registered since 2011. It is based in a community hall in Coulsdon, which is in the London Borough of Sutton. The provision includes a breakfast club from 7.30am to the start of the school day and an after school club from the end of the school day until 6.30pm, during term time. They also offer a service during the school holidays, depending on the demand of the users. They offer a drop-off-home service at the end of each session if required. The club has the use of the main hall, the kitchen, computer area, an additional small hall and outdoor learning environment.

The club is registered to care for no more than 53 children from four years to under eight years at any one time. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years group and 20 in the older age range. The club staff support children with English as an additional language. There are five members of staff employed and two volunteer drivers. The manager has a recognised childcare qualification, as does the deputy. Three members of staff are working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This inclusive setting promotes most aspects of children's welfare and development well overall. Staff create a welcoming environment where children are safe and well cared for. The staff work generally well with parents and others to ensure the needs of all the children are well met, and policies and procedures are shared with parents. Self-evaluation successfully identifies priorities for development and action is taken accordingly, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve systems to ensure there is coherence in sharing relevant information with other practitioners and parents to support children's learning needs
- make effective use of the outside area to ensure it has a positive impact on children's sense of well-being and helps all aspects of children's development, especially in offering children the freedom to explore, use their senses, and be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

The setting has a welcoming atmosphere, with friendly staff who work well together as a team, promoting children's care and learning. Safeguarding and child protection procedures are robust and promote children's safety and well-being. All staff are regularly updated through training. Records, policies and procedures required for the safe and efficient management of the setting are shared and understood by staff and parents. Staff effectively minimise potential hazards by conducting regular and thorough risk assessments both on the premises and on outings, including fire drills and equipment checks.

The provider is well aware of the need for continuous improvement and how this impacts on outcomes for children. There are effective systems in place to monitor their strengths and weaknesses, including questioning parents and children about the service they provide. Parents' queries are soon dealt with and they report that they are more than happy with the service that is provided. Parents feel that their children are very happy, safe and enjoy attending the club. The club consults with the children when planning an activity; staff sit with them and ask them what their likes and dislikes are, what they would like at the setting, and their view on staff support. There is also a suggestion box for the children where they can post notes to friends. Children complete their individual play plans with their own thoughts and ideas.

Toys and resources are effectively arranged and organised, creating an inviting environment in which children play and learn independently. They have opportunities to take part in a good variety of activities which meet the early years learning and development requirements. The inclusive nature of the setting promotes equality and diversity for all children. Staff speak a range of different languages including Nigerian, Italian, Spanish, Dutch and German, this helps children develop confidence and enjoy their time after school, whatever their background or ability. The additional service to drop children off at home also supports families who have difficulties travelling to the club. The staff engage well with parents and carers. However, partnerships with others supporting the children are not effective in providing staff with up-to-date information about each child's capabilities. Therefore this information is not available to plan activities that build on each child's skills and understanding. Planning and assessment systems to ensure that next steps for children's individual development are identified and planned for, are still in the early stages of implementation.

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

Staff have a secure knowledge of the Early Years Foundation Stage framework. Children show staff they feel safe and secure as they arrive happily at the end of the school day and settle quickly into the routines. Staff do not always make good use of the outside area. For example children do not have free access to explore

and have opportunities for robust play on a daily basis.

Children are provided with a hot meal, fruits and yoghurts and lots of drinks during each session. They are encouraged to sit up to the table with their friends and share their daily experiences. They learn about personal hygiene, for example, through washing their hands before and after eating. Staff take time to talk with children if their behaviour is unacceptable and ensure that it is dealt with positively and effectively. Children also make their collective agreement about behaviour at the club; this is then made into a poster and displayed on the notice board as a reminder to children.

The children are able to make choices about whether to play with construction toys or choose activities that enhance their creative ability, such as with small role play activities or making things in craft activities. Overall, they have a happy and relaxed time at the after school club. They can have a quiet time and read books and also complete any homework, if required. It is evident that there is a good exchange of communication between staff and children and it is a very happy place to be. The adults create an atmosphere and environment which enables children to play happily and cooperatively with each other, feel included and supported in all the activities. This is enabling children to enjoy their time in the setting, achieve well and develop skills for future learning.

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	3
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	3
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