

# Kids City - Rosemead

Inspection report for early years provision

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**Unique reference number** EY313766  
**Inspection date** 30/05/2012  
**Inspector** Pamela Bailey

**Setting address** Rosemead Preparatory School, 70 Thurlow Park Road,  
London, SE21 8HZ

**Telephone number** 07850003600

**Email**

**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 City - Rosemead is one of a chain of out of school provisions run by Kids City formally known as Trojans. It registered in 2005 and operates from a room and a hall situated in Rosemead Preparatory School, located in the London Borough of Lambeth. The after school club is only open to children who attend the school. They have use of the school hall, two classrooms, toilet and washing facilities and playground. The after school club is open each weekday from 3.20pm to 6pm, during school term times only. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children under eight years may attend at any one time, of whom no more than 24 may be in the early years age range. There are currently 13 children attending who are within the early years age group. The after school club offers care for children up to 11 years. A total of two staff and a volunteer work with the children. Both staff hold relevant National Vocational Qualifications at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, staff take effective steps to evaluate their support to children's welfare, learning and development. Children make good progress in most areas of learning and staff are effective in ensuring that all children are well integrated. The free flow of movement between indoor and outdoor play means that children widen their learning experiences and grow in confidence. The significant liaison with parents and other providers contribute to children's achievements and well-being. For most part, good arrangements exist to promote children's health and help to ensure they are cared for in a safe environment. The staff demonstrate 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:

- improve the educational programme by extending opportunities for children to find out about and use information and communication technology to support their learning
- extend opportunities for all children to freely access fresh drinking water indoors
- improve the safety of children, staff and others on the premises by providing clearly identifiable fire exits.

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

Staff take robust steps to help safeguard children. Effective procedures, which are fully understood by staff, are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The recruitment procedure includes Criminal Records Bureau checks and a detailed induction period. Staff are well deployed and there are suitable contingency arrangements in place to cover any absences. Effective systems monitor staff and volunteer training needs. This helps those working with children to keep up to date with current practices and any changes. Staff have attended a range of training courses, including safeguarding children, behaviour management, food hygiene and the Early Years Foundation Stage. All adults hold a current first aid certificate. Overall, effective arrangements exist to prevent the spread of infection and promote children's good health. For most part, the environment in which children are cared for is safe and supportive. There are regular opportunities for staff and children to practise the emergency evacuation procedures. However, not all fire exits are clearly identifiable in areas used by the club.

Staff strive to provide a service that is inclusive for all. The settling-in process is seen as a critical period for getting to know the child and family. Positive relationships are in place with parents from the start. Strong links with the school that the children attend help ensure that staff have good knowledge of each child's background. Effective communication takes place between staff, parents and teachers. Information is regularly shared and used to promote children's achievements and well-being. For example, teachers help staff at the club to set next steps for individual children's learning. In addition, staff review the ongoing observational assessments each term. Parents can view their child's learning journey at any time and receive a summary of children's learning and development at the end of the Foundation Stage.

Staff plan and provide an interesting and varied range of activities. This promotes and supports a positive attitude to children's learning, social and physical well-being overall. However, the use of information technology, such as programmable toys or computers, is not a regular feature in the activities. Systems to gain the views of the children and parents are securely in place. Questionnaires are formulated to achieve responses from both the parents and children, who comment highly on the club. Staff use this method of monitoring well to implement activities according to the children's interests and suggestions. Staff use the self-evaluation process to enable them to monitor and evaluate the effectiveness of the provision against robust criteria. This demonstrates the staff's desire to raise standards and drive improvement. Since the last inspection, staff have reviewed and updated all policies and procedures.

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

Children display high levels of involvement in activities. Effective questioning from staff and good use of situations encourage children to initiate ideas and work out problems and solutions for themselves. As a result, children are gaining good skills for most aspects of their future learning. Children seek and delight in new experiences and show confidence and independence. They are able to describe and demonstrate their thoughts when using construction equipment to build models. For example, a group of children design a boat, which has a plank so that people can use it to walk on and off the boat. Children are developing skills in using tools for a particular task. They use scissors, glue, tape, string, card and paper to make pirate hats, flags and telescopes. Children show much enthusiasm for outdoor play where they are able to engage in imaginative play based on their interests and build on their physical skills. Staff and children work out how to fix the large parachute over the climbing structure in order to create a ship. Children take turns to walk the plank balancing on swinging logs or tree stumps. They use telescopes to look for treasure in the playground. Children are able to negotiate roles and show confidence as they make up their own games and rules. For example, children vigorously run around the playground using plastic tubes to hit a small object similar to playing hockey. They show great skill and control when doing so. Children develop their coordination as they play football with staff. They show lots of pleasure when a goal is scored.

Children's language for communication is developing well. They are curious, ask questions and engage easily in conversations with each other and adults. Children talk freely about their home and things that interest them. They show a growing interest in books, sharing these with friends and recalling familiar stories from the pictures. Staff support children to link sounds and letters to complete complex puzzles. Children listen and repeat letter sounds, which enable them to identify the different animals in the pictures and match them to the correct letter of the alphabet. Staff and children talk about similarities and differences such as those from the cat family. Many children use their phonic knowledge as they attempt to label their work with their name forming recognisable letters. Children's understanding of weight and measure is promoted through activities such as cooking. They have opportunities to investigate and experiment with tools changing its purpose. For example, children attach an elastic string to a bobbin causing it to spin continuously. Staff provide a meaningful range of resources and activities that help to develop children's awareness of diversity and promote a positive view of people in society.

Children have formed good relationships with adults and their peers. They demonstrate a willingness to keep themselves and others safe through good behaviour, and show care for others and the resources. For example, helping to open the door for their friends and playing together harmoniously. Children take responsibility for clearing away after tea and offering to help wash up. They adapt to different situations very well such as, sharing equipment and negotiating roles when playing in groups. Staff are good role models and build on children's confidence and self-esteem. They listen to the children, using polite language,

responding well to children's interests, requests and making the children their priority. Children freely select from a variety of healthy snacks at tea time and help themselves to a drink from the water fountain in the outdoor area. Although there is fresh drinking water indoors, this is not easily accessible to all children. Staff do not offer water as an alternative to juice at teatime. Children manage their own personal needs and have well developed understanding of the importance of good hygiene practices.

## 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