

Kids Club 2001

Inspection report for early years provision

Unique reference number	160641
Inspection date	22/06/2012
Inspector	Gill Walley
Setting address	St. Nicholas C of E Jmi School, Manor Farm Avenue, Shepperton, Middlesex, TW17 9AD
Telephone number	01932 227744
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kids Club 2001 has been registered since 2001. It operates from the small hall within the premises of St. Nicholas School in Shepperton, with the occasional use of the main school hall. It also has use of a small outside area adjacent to the hall, the field and the playground. The club offers places to the children who attend St. Nicholas school only. It may care for no more than 26 children from 4 years to under 8 years at any one time. There are currently 54 children on roll, of whom eight are in the Early Years age range. Kids Club 2001 is open from 3pm to 6pm each day in term time only, but does not operate on in-service training days. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The after school club supports children with special educational needs and/or disabilities, and children who speak English as an additional language. Up to four staff work with the children, three of whom have NVQ Level 3 qualifications and one is working towards a qualification. All staff hold a valid first aid qualification. The after school club works in close partnership with the host primary school and the local authority and also with the other after school clubs within the company.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kids Club 2001 provides a good standard of education and care. Children feel secure because adults take good care of them and keep them safe. Good provision is made for the development of children's learning through a range of interesting activities although there are relatively few activities to reinforce their mathematical, reading and writing skills. The club works in close partnership with the host school and with the other early years' settings managed by the company. It is inclusive and works extremely well with parents and carers to ensure that the needs of all children are met. The manager and her staff review the provision and procedures, identifying what they can improve, which demonstrates the club's good capacity to improve further.

What steps need to be taken to improve provision further?

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

- support children's development of mathematical and communication skills by providing more activities and resources which focus on these areas

The effectiveness of leadership and management of the early years provision

Policies and procedures for safeguarding children are rigorous and reviewed regularly. All adults are suitably vetted. The staff identify any potential risks to the children and are extremely vigilant. Staff know the club's procedures well and the premises are very secure. The children learn how to keep themselves safe in a range of situations, for example by carrying out their own risk assessments of the premises. The club promotes equality and diversity well; it is inclusive and children of different ages play together extremely well. The club works well with the host school to ensure that it meets the needs of all children effectively including those with special educational needs and/or disabilities. Children who speak English as an additional language can develop their language skills well because activities can be adapted and staff use pictures and signs to communicate with them. Children are happy, relaxed and make good progress, particularly in their social skills and gaining self-confidence. The club makes very good use of its resources and uses the school playground well to support children's physical development. It uses the school hall for energetic games, particularly in bad weather. Staff benefit from training opportunities to develop expertise, for example in first aid and food hygiene. The club works extremely well with parents and carers who appreciate being able to talk to staff about their children at any time, but especially at the end of the day. The club provides parents and carers with information about activities and menus in newsletters and on the notice board, and welcomes their feedback through regular surveys. They can refer to policies and the qualifications and experience of the staff. Parents and carers are very happy with the provision and feel that the manager responds to their views. For example, when parents and carers requested more information about what the children do at the club and what choices of food are available. The club runs extremely smoothly; it is spacious and resources are plentiful, easily accessible and used well by the children. The staff work closely together and respond to the interests of the children. The children are asked for their views regularly and they use the 'Choices' board to show the manager what activities and equipment they would like to be provided each day. The staff observe the children's learning and progress and share this with parents, carers and teachers. The club has addressed the recommendations of the last inspection report. Older children are now more engaged and procedures to keep the children safe have been amended. The manager embeds ambition and drives improvement well and is especially concerned that the children should feel fully involved in deciding how the club runs. She has developed activities so that they match children's interests well. Self-evaluation is good; the staff team meet regularly to evaluate the provision and procedures. They benefit from good partnerships, with the other clubs run by the company, for example in providing training opportunities and evaluating the provision.

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

When children first attend the club, the staff observe and assess the activities which most interest them and can then provide for those. They liaise well with class teachers and plan activities, some of which will complement the children's learning in school. The children are very happy, settled, motivated and feel extremely safe within the club. Routines are well established and the staff have high expectations of children's behaviour. Consequently, the club is very calm and relaxed and the children behave exceptionally well, get on extremely well together and are respectful. They form trusting relationships with adults and make friendships with one another, which supports their social development well. They concentrate for sustained periods, for example when drawing, playing board games or constructing models. The adults take great interest in the children's learning and value their accomplishments. Children adopt healthy lifestyles and have good table manners. They eat healthy meals at tea time, and they develop their independence by preparing their tea themselves. Children adopt good habits related to their personal hygiene, for example in washing their hands before tea. They talk about healthy eating, for example when they are making fruit kebabs or salad. The children enjoy running, skipping, using the trim trail and playing ball games in the playground. They enjoy exploring their environment, for example by identifying trees or minibeasts. They learn about staying safe by discussing and carrying out their own risk assessments, and through visits by a police officer. They take responsibility, for example by planning ways of raising money for charity. Such activities develop the children's confidence and self-esteem well. The activities vary daily so that children get a broad range of experiences across the areas of learning although there are fewer resources to help the children reinforce their understanding of mathematical concepts or to develop their reading and writing skills. The children develop their imagination well, for example by dressing up, drama activities, inventing their own games and through role play. They develop their creative skills through drawing and craft activities such as making puppets from old socks. They take home the things they have made so that their parents or carers understand more about their children's development. The staff support the children's learning well by questioning them about their activities and by challenging them, for example through quizzes and treasure hunts. Children with special educational needs and/or disabilities or who are learning English as an additional language are supported through the use of modified resources and specific activities which match their needs well and ensure that they make good progress. The children develop a good understanding of diversity through playing with multicultural toys such as dolls and musical instruments, and they learn about the festivals of different cultures such as Chinese New Year when they made Fortune cookies. They listen to stories and music from different countries. The children learn about equality through talking about the needs of others and by fully including children with special educational needs and/or disabilities in their games and activities.

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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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