

Kids Club 2001 (Ashley School)

Ashley School, Ashley Road, Walton On Thames, Surrey, KT12 1HY

Inspection date

05/10/2012

Previous inspection date

15/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff effectively support children's development and emotional well-being by promoting their growing independence and cooperation.
- Staff place a strong emphasis on children's enjoyment of physical activities as part of a healthy lifestyle.
- Children benefit from continuity in their care and education because staff develop good partnerships with the school and parents.
- Children's confidence and self-esteem are nurtured because staff value their opinions and achievements. Children's behaviour is good because staff provide clear and consistent boundaries and have high expectations of them.

It is not yet outstanding because

- Children do not have an easily accessible quiet area such as a den or a soft seating area where they can spend time relaxing or reading.
- Although there is a broad range of interesting fiction and non-fiction books available, they are arranged in a box in an active play area, and so children do not use them.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two rooms, a large hall, and the outdoor learning environment.
- The inspector spoke with the registered person, the manager and with a practitioner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled some documentation in relation to planning of activities for children, evidence of suitability of practitioners working within the setting/provision/club, the provider's self-evaluation record and a range of other documentation.
- The inspector had meetings with the manager, which included carrying out a joint observation of a physical activity in the hall.

Inspector

Carly Reigler

Full Report

Information about the setting

Kids Club 2001 opened in 2005. It operates from Ashley Primary School in Walton-On-Thames, Surrey. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. All children share access to two rooms, as well as a hall and an enclosed outdoor play area. The club cares for pupils who attend the primary school and is open each weekday. The breakfast club is open from 7.45 am to 8.45 am, and the after school club is open from 3pm to 6pm, during term time only. There are currently 45 children on roll aged from four to 11 years. The club currently supports children who learn English as an additional language and children with special educational needs and disabilities. There are seven members of staff. Of these, five hold appropriate early years qualifications and one member of staff is working towards a qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide a cosy area with cushions and soft light where a child can rest quietly if they need to
- create an attractive book area where children and adults can enjoy books together.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children arrive confidently and staff enthusiastically welcome them. Children enjoy trusting and supportive relationships with adults. For example, they show the staff vehicles they have made earlier in the school day using vegetables. Staff use open-ended questioning and praise to foster children's self-esteem, and children are keen to engage in conversation about what they have achieved.

Staff liaise well with teachers at the school and prepare plans that reflect school topics. Staff work with parents and carers to record the interests and starting points of children and by sharing the children's progress on a regular basis. This helps to involve parents in their children's learning. Planning is strongly based on child-initiated play and staff follow play work principles in their approach. Staff demonstrate a good understanding of observing children's progress and using these to inform future activities. As a result

children make good progress and enjoy their play. Word and number games, such as anagrams, mazes and word puzzles, support children's numerical learning and critical thinking. They also provide challenge to children who solve simple problems quickly.

A basic range of good quality creative resources, such as crayons and pens, support children with their early writing skills. Adults help the children with their homework, such as spellings or producing a poster. Regular conversations help to effectively promote language development. Reading skills are supported with the provision of a small selection of books, both fiction and non-fiction. However, the books are not always organised attractively enough to encourage children and adults to enjoy books together.

Recent redevelopment of the playground, school field and seating areas festooned with bunting offer an inviting and exciting outdoor play environment. The children are highly enthusiastic about using the outdoor play environment and run quickly onto the playground to kick footballs around. Chickens roam free and are rounded up and put away into their coop by the children at dusk. Children enjoy helping to tend a large herb garden of chives, rosemary, thyme, sage and mint and take large bunches of them home to their parents to use in cooking. This helps them to learn about the natural world. The children develop good physical skills. They use the large school hall to play energetic ball games together when it is raining. They giggle loudly as the ball passes by them and they run quickly to it, trying to get to it before each other. A small group of children uses a skipping rope cooperatively. They take turns, give each other encouragement, and count together as they skip. They recognise the need to swing their arms in larger movements in order to spin the rope for an older child.

The contribution of the early years provision to the well-being of children

The children settle in quickly, excitedly using the activities set out by staff. They feel safe and secure at the club because adults are keen to engage with them. Staff make it a priority to obtain information from parents relating to children's routines, interests, and likes and dislikes. This means that staff know the children extremely well can meet their needs effectively.

The behaviour of the children is excellent. The children demonstrate good self-control and are supported well by staff. Adults are very good role models, demonstrating politeness and respect, and listening intently to what children have to say. Children are confident in talking together with adults and with each other. For example, they chat animatedly about a theatre trip and what they think might happen on stage. The children share in the excitement and look forward to hearing more about it the following week.

Children are encouraged to agree rules and boundaries. As a result they know what these are, adhere to them and are quick to remind others if some children do not. Staff are well deployed and intervene appropriately and sensitively. They support children's growing independence, for example by offering them tasks such as peeling fruit for snack time. Children have a good knowledge of what it is to be healthy, in particular relating to physical exercise. For instance, they are motivated to be active by playing ball games and

skipping, accessing large spaces and consequently moving around freely and energetically.

The environment is tidy and clean. However, the children do not always benefit from a comfortable rest area in which to relax and withdraw from activities if they wish to. Children select freely from a good range of equipment and activities. Adults quickly and happily meet requests for extra resources. Risk assessments and daily checks help to keep the environment safe, secure and free from hazards. Staff are vigilant in supervising the children both indoors and out. They are successfully deployed across the setting meaning that children feel safe and secure at all times. Children are learning to keep themselves safe as staff remind them why they need to tie their shoe laces and why it is dangerous to run in the corridors.

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

Rigorous recruitment and vetting procedures safeguard children and help to ensure that adults working with the children are suitable to do so. A robust programme of continuous professional development successfully supports staff in extending their knowledge and skills and this has a positive impact on outcomes for children. All staff attend child protection training and most hold a paediatric first aid certificate. Staff have annual appraisals and regular meetings with the management. This makes sure that any concerns, achievements and targets are identified and discussed before agreed action plans are implemented. Staff feel listened to and this results in a strong team ethos. Management liaise well with the school and with a local authority advisor to identify priorities, to address issues and to review any actions taken. The self-evaluation process is thorough and ongoing. The owner of the club and the manager work together to examine practice and to develop systems for planning and assessment. This helps them meet the requirements of the Early Years Foundation Stage, and monitor children's individual development effectively. Well-written policies and procedures are fully understood by the staff and are effectively implemented which ensures the smooth running of the club.

Parents receive good information about their child's progress and experiences within the club. They receive regular newsletters about the club's activities, and enjoy excellent verbal communication with staff about their child. Parents are keen to praise the staff and positively comment on their child's happiness at the club. Staff gather information and feedback from parents and children. They use this to inform future activities and further support the self-evaluation process. Staff work well with the school to help ensure continuity in children's care and learning. This is particularly important in the case of children with special educational needs and /or disabilities and who are learning English as an additional language. The club works in partnership with school staff to help ensure that planning complements the support provided by the school throughout the day.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY306704
Local authority	Surrey
Inspection number	814940
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 8
Total number of places	24
Number of children on roll	45
Name of provider	Nina Maria Montalbano
Date of previous inspection	15/12/2009
Telephone number	0780 361 8039

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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