

Kinder After School at Allington Primary School

Allington Cp School, Hildenborough Crescent, MAIDSTONE, Kent, ME16 0PG

Inspection date	11/10/2012
Previous inspection date	18/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children develop good positive relationships with staff. This is because staff use effective procedures to find out about children's interests and abilities and provide good support for their learning within other settings.
- Children feel free to voice their opinions about their club and write their own evaluations of activities. Staff are effective in their response to children's comments and act on them quickly.
- Children behave well in the setting and cooperate well with both staff and their peers. This shows they feel emotionally safe and secure within their surroundings.
- Parents report their children are happy and settled in the setting because staff know their children very well. This means that staff are effective in catering for children's individual needs.

It is not yet outstanding because

- Children are not encouraged to learn that they need rest following physical activities because the provider does not provide a comfortable area where children can rest and relax or chat quietly to their friends.

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 talked to parents to collect their views.
- The inspector monitored children in the Early Years Foundation Stage to ascertain the levels of support offered to complement their learning at other settings.
- The inspector talked to children about their experiences at the setting and to find out what they thought the provider should improve.

Inspector

Linda Coccia

Full Report

Information about the setting

Kinder After School at Allington Primary School is one of a chain of out-of-school clubs managed by the Kinder Group Limited. It opened in 2008 and operates from two rooms in a school building in Maidstone, Kent. All children share access to a secure outdoor play area. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently nine children on roll who are within the early years age group but who are also in full-time education. In addition, there are 71 other children aged between five and 11 years registered to attend. Children come from a local catchment area. The club is open each weekday before school from

7.15am to 8.45am, after school from 3.15pm to 6pm, and during school holidays from 7.15am to 6pm, for 50 weeks of the year. The provider employs two staff, both of whom hold appropriate early years qualifications at National Vocational Qualification level 3. In addition, relief staff from other Kinder Nurseries groups or clubs may also be present to cover absences and maintain ratios.

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 place with a cushion and soft light where a child can rest quietly if they need to.

Inspection judgements

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

The children who attend the club are all from the same school and attend most evenings. Therefore, the staff get to know them very well and vice versa. Staff encourage children's individual development, concentrating on the prime areas of learning, namely, their personal and social development, communication and physical development. They provide an effective programme of activities to cover these and all other areas of learning too. In this way children receive support to acquire further skills and increase their capacity to develop regardless of their abilities.

Staff are enthusiastic and motivated and encourage these qualities in the children. Children enjoy adapting the environment to suit their requirements. For example, they play table tennis on the dining tables. They enjoy other physical activities using the school grounds and wooded areas, although they can only use the latter when they can be supervised. They play swing-ball and football and many other team games. The children select games from the wide selection available in the cupboard to play with their friends. These foster sharing and taking turns, which means that children develop their social and interpersonal skills. A number of games also support children's mathematical skills. There is much chatter and conversation in the room. The children talk about their daily experiences with staff and increase their confidence in communicating with others. Some activities need children to listen to instructions to learn how to operate machinery. For example, children learn how to operate a sewing machine under the careful guidance of the supervisor. The activity is risk assessed and parental permission sought. On it the children have made a number of items to use in their play, such as, making hula skirts from crepe paper. Boys use intricate construction toys to construct working models of their own making. All children use creative materials to construct displays and items to take home to parents. Whether these are cooking, modelling, or painting, the children usually lead with their ideas. Parents report that they are regularly impressed with the

results. They often try similar things at home with their children. Children are interested and keen learners who display good characteristics of effective learning in an enabling environment.

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

Children are fully involved in the club's good registration processes. They spend time with their key person discussing their family, interests and likes. For example, they talk about brothers and sisters, pets and food preferences. Parents complete comprehensive child record forms giving children's health and medical details, amongst others. This ensures that children are emotionally and physically prepared when they start attending. The supervisor is the club's Special Educational Needs Co-ordinator. She uses her experience perceptively to support children with special educational needs in order to help them manage their own special requirements as much as possible. This means that children develop confidence and self belief.

Children enjoy the well resourced environment and engage in stimulating activities to help develop their growing independence and cooperation, both with staff and their peers. For example, children help to set behaviour rules for themselves and help staff to evaluate activities. This helps them to develop their reasoning skills. Older children are good role models for the younger ones. They encourage the younger children to participate in activities which may be unfamiliar to them. For example, the older children help the younger ones to learn the rudiments of chess. Children indicate that they have confidence in the staff's ability to sort out any problems that they confide to them. Children's good behaviour and positive relationships with staff shows that they feel safe in the setting.

The supervisor gives high priority to children's safety as she risk assesses the premises and equipment. She devises her own permission slips for the use of equipment with potential hazards until children learn to operate them appropriately. For example, children use electric juicers to make their own juice drinks. The good procedures help children to learn to handle equipment safely and learn to be responsible. It also provides children with opportunities to explore their environment safely. Children understand about being healthy. They know which food is good for their bodies and that physical play keeps them fit and healthy. However, they do not have opportunities to learn about resting after physical play or when they just feel tired as there is nowhere for them to comfortably rest and relax, even sleep if they need to. Overall, children enjoy a healthy lifestyle at the club.

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

The staff use the provider's good safeguarding policies and procedures effectively. All staff complete child protection training and the supervisor is the club's designated person for all child protection matters. The staff have a good understanding of the provider's procedures and adhere to them. For example, they carefully scrutinise all persons who arrive to collect children. They require all visitors to sign the visitors' book. They display the provider's

complaints procedures for parents to see and maintain their regulatory paperwork well. Kinder Nurseries' area managers regularly visit and effectively monitor staff practice. They encourage staff to develop professionally through established recruitment, appraisal and training programmes.

The supervisor and her staff have a good understanding of the areas of learning and how children learn. They compile and monitor effective educational programmes which support children's learning in other settings, that is their school. This is because the children are all in full-time education. The staff work closely with teachers to ensure they know children's levels of progress. This enables them to celebrate children's achievements with them or offer activities to reinforce their daytime learning. The children benefit from this good collaborative partnership because they undertake activities suitable for their levels of understanding. Parents are also an integral part of the club's good partnership working procedures. Staff regularly collect their views and comments on questionnaires and include them in their self-evaluation. Daily conversations held between staff and parents also help staff to understand children's demeanours and attitudes. This benefits children as staff can quickly identify their needs and cater for them. Parents report that their children are happy and settled, which in turn means parents are happy and confident in leaving their children at the setting.

The supervisor and staff effectively identify any strengths and weaknesses within their practice. These are also included in the club's evaluation along with the views of the children. The supervisor, with the help of Kinder Nurseries' managers, compiles a challenging improvement plan which she monitors regularly. Previous inspection recommendations have been met which demonstrate that staff have made a concerted effort to improve. Children have benefitted from improvements because some identified improvements concerned activities and equipment.

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
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	EY385728
Local authority	Kent
Inspection number	815859
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	80
Name of provider	Kinder Nurseries Ltd
Date of previous inspection	18/02/2009

Telephone number

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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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