

The Kidzclub at Mora Primary School

Mora Primary School, Mora Road, LONDON, NW2 6TD

Inspection date	09/10/2012
Previous inspection date	22/04/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Security of the premises is not sufficient to prevent children leaving unsupervised or to prevent unwanted visitors accessing the club. Safeguarding policies and procedures, in conjunction with staff's insufficient knowledge of safeguarding issues mean that children are not safeguarded adequately.
- The provider has not ensured that staff access suitable training and support in order to meet requirements so that children's welfare and learning needs are met adequately. Required documents are not available for inspection and therefore it is not evident that recruitment procedures are robust to ensure staff are suitable and sufficiently qualified to care for children.
- The monitoring of activities and resources is not sufficient to ensure that there are fun, exciting and challenging learning opportunities to complement children's experiences at school. There are no systems in place for self-evaluation in order to identify priorities for development in order to improve outcomes for children.
- Partnership with parents and/or carers is not adequate as they lack a key person to communicate with about their child and the provider does not make required information about the club available. Staff are not ensuring dietary needs are sufficiently met and children lack support in developing an understanding of how to make healthy food choices.

It has the following strengths

- Children have opportunities to learn how to keep themselves safe in the event of an emergency by undertaking regular fire drills.
- Children are encouraged to hand wash before handling food so that they develop appropriate personal hygiene practices.

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 discussed leadership issues with the person in charge at the time of inspection; this included a joint reflection on the snack-time routine.
- The inspector spoke to the staff team about practice issues.
- The inspector observed children in the play environment and looked at the available resources and how they were organised.
- The inspector sampled some available records and documentation such as children's records alongside a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Helen Steven

Full Report

Information about the setting

The Kidzclub at Mora Primary School is privately owned and is one of four out-of-school clubs run by the same provider. It was registered in 2009 and operates from Mora Primary School in the Cricklewood area, within the London Borough of Brent. The club has the use of two first floor dinner halls and uses the school playground for outdoor play. Children are accompanied to the toilet facilities, which are situated in another part of the school.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children in the early years age range on roll. The club serves the children attending Mora Primary School and is open each weekday from 7.45am to 8.50am and 3.30pm to 5.45pm, during term time.

There are four members of staff who work with the children with two members of staff on site in both the breakfast club and afterschool club. Half of the staff team are reported to hold a qualification at level 3 in childcare.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve children's safety by increasing the security of the premises in order to ensure that children cannot leave the premises unsupervised and to prevent unauthorised persons from entering
- ensure that records are easily accessible and available in order to provide evidence that demonstrates: a) all staff hold a criminal records bureau check; b) a robust recruitment procedure is in place; and c) there are suitably qualified staff caring for the children
- improve training and support for all staff by ensuring that: a) all staff receive induction training; b) appropriate arrangements are in place for the supervision of staff; c) regular staff appraisals are carried out; d) all staff involved in preparing and handling food receive training in food hygiene; e) staff receive information about the requirements of the Early Years Foundation Stage
- ensure arrangements for safeguarding are robust by a) having and implementing a

policy and appropriate procedures to safeguard children; these must cover the use of mobile phones and cameras in the setting, and b) training all staff to understand the policy and procedures and ensure they all have up to date knowledge of safeguarding issues

- implement a behaviour management policy effectively and give staff advice on behaviour issues so that children learn behavioural expectations and can play safely
- improve planning of learning opportunities for the educational programme by: a) providing rich learning opportunities through play, both inside and outdoors, which are interesting, challenging and have stimulating resources; b) using routines as an opportunity to support children's learning; and c) monitoring how children engage in activities to consider their learning and enjoyment
- promote the good health of children attending the setting by: a) ensuring that they are provided with food that is healthy, balanced and meets their dietary requirements; and b) helping them understand how to make healthy food choices
- ensure that every child's learning and care is tailored to meet their individual needs by: making sure each child is assigned a key person and parents and/or carers are told the name of this person and their role in supporting their child
- develop a strong partnership with parents by providing: a) information regarding the support the setting intends to offer in delivering the Early Years Foundation Stage framework and how this will complement children's learning in school; b) information about the food and drinks supplied; and c) information with details of the settings policies and procedures on request

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

- develop rigorous and effective systems for self-evaluation to identify priorities for development in order to improve outcomes for children

Inspection judgements

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

Activities are not currently planned well by the staff. Children have access to a very basic range of activities, such as jigsaws, small plastic construction bricks, four-in-a row game, hoops and balls. Staff report that children enjoy regular cooking and making dough for modelling. The outdoor playground is used for fresh air and physical play and children had access to balls and the basketball ring on the day of inspection, which helps to promote their physical development. However, the resources are not well presented to excite the children. For example, the dressing up activity consists of a woollen cardigan and knitted scarf, two net skirts and a cotton top, a small bag and a small trolley bag all placed in a pile on a mat. As a result children are not inspired to use the items to support imaginative role play. Each day a specific activity or resource is recorded in the plan, for example, football table, movie day, table tennis and games console. On the day of inspection the

activity is listed as 'arts and crafts', however, this consisted of three colouring/dot-to-dot books and felt pens. Therefore, this does not enable children to represent their own ideas, thoughts and feelings as the pictures within the book are predetermined by adults. Children are able to access other table top resources and board games if they ask a staff member.

Children sit and play with plastic construction bricks; they make a structure and staff praise them for doing well, which boosts their self-esteem. They enjoy being able to play alongside older siblings within the club. Children concentrate and persevere when completing jigsaw puzzles. They develop an understanding about the lives of others as they learn about festivals celebrated by their peers. Staff enable the children to play independently and at times sit with the children and talk with them. However, they do not consider ways to use routines, such as snack time, to support children's learning across all areas. For example, by fostering children's independence, self-help skills or numeracy.

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

Children in the early years age range are new to the club and as a result they are in the process of settling into this club. The children engage in the activities, concentrating on undertaking puzzles or connecting bricks. However, some older children behave unwontedly, for example, kicking each other, which has an impact on the atmosphere of the club and does not present the younger children with good role models of behaviour. Staff are not consistent in their approach in managing behaviour, and at times it is not in line with the club's policy. Children have opportunities to learn how to keep themselves safe, for example, by undertaking regular fire drills. However, the lack of security at the setting impacts on the children's safety because staff cannot ensure that unwanted visitors do not access the setting or that children cannot leave unsupervised. Children are not supported sufficiently in developing healthy lifestyles. A variety of breakfast cereals and snacks are offered, this includes some fresh fruit. However regularly the food provided has high levels of salt and sugar, such as, instant flavoured noodles and chocolate cereals. Parents report that their children are now requesting these unhealthier foods away from the setting. This and the fact that staff fail to encourage children to make healthy food choices means that children are not being supported to understand the importance of healthy diets. Children's dietary requirements are not always well known by staff and this has the potential to compromise children's health. Parents are given little information about the food provided and are unaware of how well their children eat. Children are encouraged to hand wash routinely prior to eating their snack and during cooking activities the importance of hand washing is reinforced.

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

The club is currently not meeting a number of specific legal requirements. Arrangements

for safeguarding are not robust. One staff member has undertaken a level one safeguarding course. However, the staff do not demonstrate a sufficient awareness of safeguarding issues and what appropriate action to take if there are concerns in order to protect children in their care. There is a safeguarding policy in place; however this has not been updated in line with changes to requirements to cover the use of mobile phones and cameras in the setting. Staff report they must not use their phones in the club, but do not notify visitors of the club's policy. It is not clear if a suitable recruitment procedure is in place. The person in charge at this inspection could not provide adequate information to demonstrate that every staff member holds a Criminal Records Bureau disclosure. In addition there is no evidence that any staff hold suitable childcare qualifications. Induction arrangements fail to ensure that all staff are able to implement the club's policies and procedures. During the afterschool club opening times the gates of the school are wide open and the doors to the club are unlocked. As a result the staff cannot ensure that unwanted visitors do not access the setting or that children cannot leave the site unaccompanied. Children are not supported well in learning about how to play in a way that is safe for themselves or others. For example, they observe older children throwing hoops high to the ceiling and across the room, only stopping after a child is hurt. However, they do learn how to keep themselves safe in the event of an emergency, as two successful fire drills have been carried out since the start of term. The staff have not received sufficient support and training. Not all staff have received training from the provider as required to ensure they have up-to-date knowledge of safeguarding issues. Staff are not aware of any process of self-evaluation to evaluate the strengths and priorities of the club for development. As a result there is a lack of ambition and direction. For example, staff are unaware that the regulations have changed and therefore have not used the learning and development requirements as guidance in providing a rich curriculum. In addition, the person in charge is not effectively reviewing activities to ensure they are successfully meeting the needs of the children. Although the provider has set a vision of practice in the club's policies and procedures, these are not all matched by practice. Recommendations set at the last inspection have not been addressed sufficiently. As a result staff still lack understanding of how to safeguard children's welfare successfully. This shows that there has not been continuous improvement made. The staff do not have regular supervision or appraisals. They have only had one staff meeting and have not had the opportunity to develop their professional knowledge. As a result they are not clear on all procedures and are not all consistent in their approach, for example, with behaviour management. Partnerships with parents are poor. There is no key person system implemented to foster partnership working and to ensure that children's individual needs are fully supported. As a result, very little two-way communication takes place. There are no clear and accessible channels for parents and/or carers to communicate with the club. Parents are not given required information at the start of the placement. Staff report that they have strong links with the host school and share information with teachers. However it is unclear what information is shared and how children benefit from these links. Due to the weaknesses in the provision observed it is unlikely that the care and learning children receive here complements the experiences children have in school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take steps to ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises and ensure that a child is unable to leave the premises (Suitability and safety of premises and equipment) (Applies to both parts of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (Applies to both parts of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner and where older and younger children are together ensure the behaviour of children over the age of eight years does not have a negative effect on the younger children (How the childcare provision is organised) (Compulsory part of the Childcare Register)
- provide evidence that there are effective systems in place to ensure that any person caring for, or in regular contact with, children are suitable to do so, including evidence of a Criminal Records Bureau check (Suitability of persons to care for, or be in regular contact with, children) (Applies to both parts of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register (Arrangements for safeguarding children, Suitability of persons to care for, or be in regular contact with, children. Providing information to parents) (Voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised) (Voluntary part of the Childcare Register)
- make sure that parents receive copies of written safeguarding procedures and complaints procedure (Providing information to parents) (Voluntary part of the Childcare Register)
- take steps to ensure that no one can enter the premises without the knowledge of a person who is caring for children. Ensure that a child is unable to leave the premises unsupervised except where the registered person has agreed with the parent of the child that they may leave the provision unaccompanied (Suitability and safety of premises and equipment) (Voluntary part of the Childcare Register)

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	EY403293
Local authority	Brent
Inspection number	816215

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	3
Name of provider	Bosede Akinyele
Date of previous inspection	22/04/2010
Telephone number	02084500570

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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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