

Kenley Out of School Clubs

New Barn Lane, Whyteleafe, Surrey, CR3 0EX

Inspection date	08/10/2012
Previous inspection date	21/05/2009

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

The quality and standards of the early years provision

This provision is satisfactory

- Children have warm and friendly relationships with the staff and each other. This means they gain a sound sense of belonging in the setting
- Children enjoy a good range of nutritional snacks which means they learn to make healthy choices about what they eat.
- Children are confident and have good self-esteem.

It is not yet good because

- Accident procedures are not fully secure as parents are not consistently informed of accidents as soon as reasonably possible.
- The organisation of the session does not give children sufficient opportunities to move around independently and to make choices about what they play with.
- Children do not learn fully about good hygiene practice because they share a hand towel. This puts them at risk of cross infection.

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 children at play
- The inspector had discussions with the manager and staff
- The inspector spoke to parents
- The inspector viewed the premises
- The inspector scrutinised documentation

Inspector

Sarah Morfett

Full Report

Information about the setting

Kenley Out of School Club (Southern Childcare Facilities Ltd) has been registered since September 2002. It is one of two provisions registered under the same provider which occupy separate buildings within the grounds of Kenley School, Whyteleafe, Surrey. It is based in the school's dining room and the children have the use of the playing fields and school playgrounds. The club operates from Monday to Friday from 7.30am to 9am and 3pm to 6pm during term time and from 7.30am to 6pm during the school holidays. It provides places for children attending Kenley Primary School and offers a collection service

for children from other local primary schools. It is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. At present there are 100 children on roll, 20 of whom are in the early years age group. The club employs five staff. Of these, four of the staff have relevant early years qualifications and one is training.

What the setting needs to do to improve further

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

- ensure parents are informed of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable
- review the educational programme to ensure it has depth and breadth and so children have time and freedom to become deeply involved in activities

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

- help children understand that good practices with regard to hygiene can contribute to good health, with particular regard to providing hygienic hand drying resources

Inspection judgements

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

Children enjoy attending and are familiar with the routines of the club. Staff have an adequate knowledge and understanding of the seven areas of learning and overall, incorporate them into the planning of activities for the children. Children can make some choices about what they play with from a suitable range of toys and resources. However, few resources were available at the start of the inspection to encourage independent section by the children. Staff did put out a wider range towards the end of the session and children are confident to ask for other things if they want them.

Overall, the educational programme is appropriate for the needs of the children who attend. However, the way the session is organised means children all move around as a large group, spend significant time sitting waiting and do not have sufficient time to become deeply involved in activities. For example, younger children become restless during circle time and children have to wait a long time for others to finish eating before they can move on to other activities. This leads to a steady increase in noise levels as children become bored. All children go outside at once which means that some do not have the opportunity to focus on their preferred activities indoors. The staff talk to the children about what they have done at school and are aware of their individual needs. For

example, they are aware if children need extra help at snack time making their sandwich.

Children benefit from interaction with staff who use a suitable range of teaching methods to extend their learning and development experiences. For example, staff help children to solve problems for themselves. A child asks a member of staff where their friend is, the staff says to them 'have a look to see if you can see their coat, what colour is it. Suddenly the child spots their friend and runs off to play. This helps children to think for themselves. Children help themselves to books as they wait to be collected which supports their literacy skills. They are encouraged to communicate at circle time and confidently chat to staff and other children. They play number games and complete puzzles which help them develop problem solving skills. They enjoy moving freely outdoors and letting off steam after their day at school.

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

Children have warm and friendly relationships with the staff and each other. They confidently chat to staff about things that are important to them and receive praise and encouragement. This means they gain a sound sense of belonging in the setting. There are some examples of children's art and craft displayed on the walls which makes them feel valued. Children also have good relationships with each other. There is a good system in place where the older children are given responsibility for a younger child to help them settle into the setting when they first start. This makes the older ones feel important and helps the younger one to gain confidence and self-esteem.

Most children enjoy playing outside and make the most of the opportunity to run around, and use up energy after school. They can develop and hone their physical skills as they use challenging climbing equipment. They learn to share and take turns as they play games, particularly when playing a guessing game. Each child takes a card with an object on it and wears this on their head so the others can see. They take turn to ask questions of the others to find out what object they are. This helps to the develop skills such as listening and thinking critically.

Children show a suitable understanding of their own safety as they know there are age limits on the use of some of the climbing equipment. They show some awareness of personal hygiene as they wash their hands before they eat. However, they do not learn fully about good hygiene practice because they share a hand towel which puts them at risk of cross infection.

Children eat healthy and nutritional snacks. They benefit from being able to make their own sandwiches, making good choices about what they eat because of the healthy range of foods available. For example, they can put cheese, cucumber, sweet corn and tomatoes on to brown bread. This helps them to learn about making healthy choices.

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

There are suitable procedures in place to ensure children are cared for in a safe and secure environment. All areas that children play in are safe as staff check them before they are used. Staff understand their duty to safeguard the children. They are familiar with the local safeguarding procedures and aware of how to progress a concern because they receive appropriate training in child protection. Staff are appropriately vetted to ensure they are suitable to work with the children. A regular risk assessment is made to make sure the premises and equipment are in suitable condition. All staff hold appropriate first aid certificates which means they know how to act in the event of an emergency.

The manager monitors staff performance and, although in its infancy, there is a system to carry out appraisals on an annual basis. This promotes staff training and personal development. The staff say that they feel supported and get good opportunities to attend training. All the documentation to meet the welfare requirements is in place. However, parents are not consistently informed of accidents or asked to sign the accident records. This is a breach of requirements.

There are appropriate systems for the evaluation of the setting. All staff are able to contribute and use reflective practice to identify their strengths and weaknesses. They have addressed the recommendations from their last inspection and are steadily working towards making further improvements. This means they have a sound capacity to maintain continuous improvement.

There are positive relationships with parents and staff regularly share information about the well-being of the children. They liaise with teachers and share information with the parents to help ensure they are kept up-to-date with any information from the school. Parents state that they are happy with the care the setting provides and value its flexibility. Overall, parents receive sound feedback about their child's time in the setting.

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
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		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	EY152992
Local authority	Croydon
Inspection number	886118
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	100

Name of provider	Southern Childcare Facilities Ltd
Date of previous inspection	21/05/2009
Telephone number	020 8660 3232

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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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