

# Kidscape After School Club

Risley Avenue Primary School, The Roundway, LONDON, N17 7AB

<b>Inspection date</b>	15/10/2012
Previous inspection date	02/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 feel happy and settled in this after school club because staff make clear what is expected of them and provide a suitable variety of activities. They take turns and share equipment well. Clear and consistent routines, as well as staff modelling good relationships, help children behave in a friendly and pleasant manner
- Staff work well together preparing appropriate games for the children. They interact and play with the children appropriately overall, supporting them in their play and learning
- The club staff maintain links with the children's teachers so that activities offered in the club complement children's experiences in school. Partnerships with parents are strong, which helps staff know the children well.

### It is not yet good because

- Staff do not provide a sufficiently rich range of resources, particularly for the expressive arts and design, in order to fully encourage children's creativity and imaginative play. Children's use of the outdoor area is restricted
- Staff do not provide children with a place to relax and play quietly in the main play room, or encourage them to look at books sufficiently
- Adults do not know the languages spoken at home by some of the children in their care, so do not plan appropriate support in response. This oversight is a breach of a specific legal requirement.

## 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 held discussions with the manager and staff, and talked with children
- The inspector observed children's play activities and staff interactions with the children
- The inspector examined a sample of relevant documentation.

## Inspector

Ileana Shirley-Smith

## Full Report

### Information about the setting

Kidscape After School Club was registered in 2008 and operates in the London Borough of Haringey. A maximum of 45 children may attend the club at any one time. The club is open from 3.30pm to 6.30pm, Mondays to Fridays, during term-time and from 8.30am to 6.15pm during the school holidays. Children have access to a main play hall, children's toilet facilities, an enclosed sports facility and enclosed outdoor area. Children are collected from local schools. There are currently 45 children on roll, of whom three are in the early years age group, over the age of four years. Children attend different times of the week.

There are four members of staff including the manager. Two members of staff including the manager have recognised childcare qualifications at level three, while another holds a relevant qualification at level 2 and one remains unqualified. The afterschool club supports children with special educational needs/ disabilities and children who learn English as an additional language.

### **What the setting needs to do to improve further**

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

- staff must acquire minimal knowledge about languages children who learn English as an additional language speak in their homes, so they can provide opportunities for these children to use their home languages in play.

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

- develop a place in the main play space where children can rest, and relax after a busy school day, encouraging them to use books.
- further develop the range of materials, resources and sensory experiences so children have better opportunities to use their imaginations and be creative
- reconsider the daily routine so that children can have more access to outdoor play

### **Inspection judgements**

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

All children take turns and share resources enjoying each other's company. Older children in the club are helpful to the younger ones and careful around them. This positive relationship helps the early years children learn to get on with children older than themselves, which is useful for their daily lives in school.

Staff have a basic knowledge of the areas of learning and development. They provide appropriate activities and resources that capture the children's interest sufficiently and which they enjoy. Such activities complement the school day appropriately. For example, children eagerly use a snooker table. This activity provides good challenge to children's physical skills in holding the snooker cue and at aiming at the ball. However, the outdoor sports facilities are not used as well as possible to promote children's physical skills

further.

Adults support children's language development by joining in their play appropriately, such as when children use the tea set or by assisting them at the drawing table. However, staff do not fully know what languages these children speak at home and, therefore, they cannot support them in using their home language as they play. Adults involve children in conversations well to help develop vocabularies, but books are not always provided to engage children in stories and encourage reading as a pleasurable activity after a busy school day.

Children clearly want to engage in creative activities. One of the children draws a house and counts four windows, using early counting skills; however, when looking for a square shape to copy, one cannot be found. The child then makes an attempt at writing a short sentence about the family and the adult supports him in doing so, helping consolidate skills learnt during the school day. Overall, resources available for expressive arts and design are adequate only, so children are not able to explore and develop their thoughts and use their imaginations as they may wish. There is a limited range of drawing implements available, for example, and most of these are better suited to the older children who attend the club, being difficult to handle by the small hands of their younger friends.

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

Children feel safe and secure within the after school club because they know what staff expect of them. They are assigned a key person who supports their play during club times and communicates with parents daily. Staff provide well organised spaces for children to hang up their coats, for sitting and for playing, and children understand these routines. Although the furniture provided is of a size more appropriate for the older children, such as at long dining tables and benches, the early years children seem to be comfortable in using these. However they do not have a quiet place to relax in and play quietly in the main room.

Children behave well, are friendly and sociable. They welcome visitors with a smile, introducing themselves and being willing to interact, showing their confidence and self assurance. They are polite and ready to help. Children know well established routines through the session, such as when the register is taken and 'snacks time'. They develop self care practices going to the toilet and washing their hands capably before eating times, with minimal adult support. Children begin to appreciate healthy choices in foods, learning to respect eating times. They have the opportunity to say 'Grace' before afternoon snack time although this is not expected of all children. During fine weather children use the adjacent school's sports facilities, such as tennis courts and trampoline, which means they do not necessarily have fresh air daily at the club.

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

The manager and members of staff are reflective of their practice and strive to improve the provision. They have been inviting children's opinions as to activities they would like to do during club times and have responded by purchasing new resources, such as the snooker table, which is proving popular. Although the manager has not carried out a formal self-assessment on paper, she evaluates the provision by seeking the views of staff, parents and children and observing children at play to decide if resources respond to children's interests.

The manager and her staff maintain regular contact with the school, and hold twice yearly meetings with the children's class teachers. The manager also meets with the head teacher who supports such meetings. In leading the provision, the manager is mindful of the schools' plans for themes and topics throughout the year, complementing these with activities in the club. For example, when children learn about light and colour in their school, the club offers children coloured tissue and paints, for children to further explore colour combinations, although such a range of resources is not always available to support creative expression.

The manager leads regular staff meetings in which they discuss children's needs and plan activities. The two partner managers observe each other while supporting children, evaluating their practice. The manager offers her members of staff the opportunity to meet in private to discuss further training opportunities but this review system needs to develop further. Staff need to know how well they are responding to children's learning needs and that they are effective in supporting their learning. The manager has good knowledge of the safeguarding and welfare requirements and children's safety is well promoted but she is less secure in her understanding of the learning and development requirements, particularly in monitoring individual children's progress.

The manager and play workers have good relationships with parents. Parents are made to feel welcome. Play workers and the manager make themselves available to talk with parents on a daily basis. The manager also sends regular newsletters to parents informing them about planned activities so that all the parents know what their children are doing during club times.

### **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

<b>Unique reference number</b>	EY373973
<b>Local authority</b>	Haringey
<b>Inspection number</b>	815640

<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	3
<b>Name of provider</b>	Christine Francis & Jacqueline Grant
<b>Date of previous inspection</b>	02/04/2009
<b>Telephone number</b>	0208 292 4835

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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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