

# Granary Kids Club

Marlborough School, Marlborough Hill, HARROW, Middlesex, HA1 1UJ

<b>Inspection date</b>	17/10/2012
Previous inspection date	20/05/2009

<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

- Staff have created a fun, relaxed environment to which children respond well. Children are happy to attend the club in which they feel confident and secure.
- The outdoor play space is used effectively; so children enjoy robust physical activities and plenty of fresh air which complements their school day.
- Children enjoy positive relationships with each other and play cooperatively in both small and large groups, owing to staff making clear their expectations for good behaviour.

### It is not yet good because

- While children enjoy the activities staff offer, those indoors offer limited interest, variety and challenge.
- The self evaluation system is not sufficiently rigorous as it does not identify all areas for improvement effectively in order to provide better experiences for the children.
- Staff do not organise tea time effectively to help children make healthy options as well as possible or to play an active role in this routine.

## 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 the children play both indoors and outdoors and staff interaction with them.
- The inspector held discussions with the Registered Person and the deputy manager
- The inspector talked to children, staff and some parents.
- The inspector sampled a range of relevant documentation including children's records, details of staff appointment systems and other records.

## Inspector

Kay Williams

## Full Report

### Information about the setting

Granary Kids Club is privately owned and is one of six afterschool clubs run by the Granary Childcare Ltd. It registered in 2008 and operates within Marlborough Primary School in the London Borough of Harrow. The club is also registered on both parts of the childcare register. The club serves children and families who attend the school. The children use the main hall and a smaller adjacent room within the school site. They also have access to an outdoor playground. The club is open each weekday from 3.30pm until 6pm during school

term time. It also provides a breakfast club service. The children may attend from the age of four until eleven years. Currently, there are 54 children on roll, three of whom are within the early years age range. The club supports a number of children who speak English as an additional language. A total of four staff work at the club, one of whom holds a relevant National Vocational Qualification at level 3, with three holding similar qualifications at level 2.

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

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

- increase the provision of stimulating resources for indoor play to enhance children's learning, by making sure these respond to children's interests and can be moved and combined in a variety of ways
- improve further systems of self evaluation in order to produce a clear improvement plan that will improve provision for the children over time.
- improve the tea time routine by: 1) widening the range of healthy foodstuffs available to the children, and 2) allowing children to take a more active role, such as by serving themselves.

### **Inspection judgements**

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

Children arrive happily and enthusiastically, and are greeted warmly by the staff. Staff enthusiasm motivates children's conversations well and children are articulate, confident communicators who enjoy talking to the adults about their day. These conversations are especially effective in supporting children who are developing their skills in spoken English. Staff speak with pride about how well children are progressing with their linguistic skills, knowing that practising their spoken English will help them during their school days. Children who have recently started have settled into the club well and clearly demonstrate a strong sense of belonging. They are familiar with the routines and some children are reluctant to leave when their parents arrive. They form secure relationships with older children who also attend, which is helpful too for their time in school.

Children settle quickly to an activity of their choice, such as drawing, construction, using books, word searches and board games; however, some children's involvement soon diminishes as the activities are not sufficiently interesting, exciting or challenging. Indoor

planning does not always capture or respond to the needs of the children. For example, two children were trying to build towers of beakers but the space was insufficient. Staff do not always observe children's play sufficiently and consequently miss opportunities to extend such experiences; for example, as the children began to develop their play by using the beakers as skittles. In addition, there is limited space for children to relax and read quietly as the beanbag and books are set up in the main thoroughfare of the room. The additional smaller room that could be used to create a more conducive, relaxing environment is not always available to the children.

Staff appreciate that often children need long periods of outdoor play following from their school day. They make good provision for such exercise. As a result, children enjoy developing skills such as climbing and balancing as they negotiate the large apparatus available. Furthermore, the outdoor area also provides good opportunities for them to develop their creative thinking skills as they organise their role play developing different characters for one another.

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

Children are confident individuals who show they feel secure in the club. Children have formed good relationships with each other and play cooperatively together, especially organising their own role play in the playground. The older children who attend are especially nurturing of the early years children whom they regularly check on, asking them if they are "alright" and helping them during key routines such as teatime. All children are well behaved. Staff take time to help children to understand why certain behaviour is unacceptable, for instance why running inside could be harmful to themselves and others, and children respond well to such reminders.

Children's good health is generally well promoted by the long periods of robust physical exercise and fresh air. They are aware of the importance of good hygiene practice as they willingly wash their hands before eating. All children's dietary needs are respected and catered for. The tea time routine, however, is not as well organised as it might be and does not help children to learn about healthy diet as well as possible. Staff provide some healthy choices as the menu includes fresh fruit but, overall, there are insufficient healthy options. The children take it in turns to collect their food one at a time, which involves a degree of waiting. Consequently children miss out on chances to take responsibility, such as through serving themselves, and to enjoy a sociable mealtime .

Children's move from the school classroom to the afterschool provision runs smoothly. Children are accompanied by members of the staff team who escort them to the club safely. This handover period provides opportunity for staff to collect any feedback from the teachers to inform their understanding of the child in order to meet their needs and relay any necessary information to parents.

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

The leadership and management of the club assure children's safety suitably overall. Staff recognise their responsibility to identify and report concerns about children's welfare to the management. Recruitment procedures ensure that staff are suitably vetted. For example, Criminal Record Bureau checks have been carried out on all staff and a record of this is maintained, showing improvement since the previous inspection. Furthermore, visitors to the club are monitored, and required to display their visitor's pass to assure others that they are permitted to be on the site. At least one staff member who holds a current suitable first aid qualification is present and accident records are well maintained. Consequently, there are suitable systems in place so children may be appropriately cared for in the event of an accident; parents have been well informed on such occasions in the past.

Staff have recently completed the Ofsted self evaluation process which clearly identifies the strengths in the provision but does not include an effective plan for improvement. It is less clear in identifying areas requiring development, especially regarding periods of staff changes. The previous manager has recently left and the interim arrangements, while acceptable, do not always demonstrate that all staff have confidence in following club procedures; for example, some records were not easily located. The owner is aware of the weaknesses and plans to spend more time at the club until a suitable manager is employed. Nevertheless, most of the recommendations from the previous inspection have been addressed and some improvement has been achieved.

Management have a sufficient understanding of the learning and development requirements and provide suitable activities to complement the experiences children have in school. Management make sure staff are aware of the changes to the Early Years Foundation Stage Framework. They are committed to developing their professional knowledge and take advantage of the training offered by the local authority.

Overall, parents speak positively of the service that Granary Kids Club provides. Relationships are friendly and informal and there is a good flow in two way information. The notice board offers parents assurance of staff qualifications and Ofsted inspection reports, alongside practical information such as daily menus and club activities.

### **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>	EY385810
<b>Local authority</b>	Harrow
<b>Inspection number</b>	815860

<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Granary Childcare Limited
<b>Date of previous inspection</b>	20/05/2009
<b>Telephone number</b>	0208 427 3087

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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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