

# Polkadots Out Of School Care

Sussex Road Cp School, Sussex Road, TONBRIDGE, Kent, TN9 2TP

## Inspection date

Previous inspection date

24/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 have good relationships with staff because the staff make the children welcome and feel valued.
- Children are able to select their own activities from the good range of quality toys available.
- Children's learning at school is supported well by staff because the provider uses the school curriculum to inform her activity planning.
- Parents are happy with the good procedures used by the provider to care for their children.

### It is not yet outstanding because

- Children can become noisy and unruly around snack time because the procedures do not keep them fully engaged in activities.
- Children occasionally react inappropriately to rules and the requests of staff because they are not involved in any discussions about why particular codes of conduct are necessary.
- Children are not involved in preparing for snack time because the current procedures prohibit their involvement.

## 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 sampled the club's regulatory paperwork.
- The inspector talked with the provider and members of staff.
- The inspector collected the views of a representative number of parents.
- The inspector observed children playing and engaged in conversations with them.

## Inspector

Linda Coccia

## Full Report

### Information about the setting

Polkadots Out of School Care registered in 2012. It operates from Sussex Road School in Tonbridge, Kent. The group has use of the main school hall and a side room as well as kitchen and toilet facilities. The playground is available for outdoor play. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children who fall within the early years age range on roll. There are also 63 older children aged between five and 11 years who regularly attend. The group operates from 3.15pm to 6pm Monday to Friday during school term times and 9am to 3pm during some school holidays and inset days. There are six

members of staff employed to work with the children, five of whom hold appropriate early years and/or playwork qualifications.

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

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

- involve children in agreeing codes for behaviour and taking responsibility for implementing them
- help children to fully enjoy their time in the out of school club by providing sufficient equipment so that they do not have to wait to take turns, for example to wash hands and to collect food at snack time
- help children to feel useful by providing opportunities to help in appropriate tasks, for example preparing food, setting snack tables or washing up afterwards.

### **Inspection judgements**

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

The staff have a good impact on children's learning. This is because they motivate children to join in activities with older children. This helps them to acquire a range of social skills. It is also because the good educational programme caters for their interests and needs and takes into account their starting points and capabilities. As the children in the early years age range are all in full time education, the provider concentrates on the prime areas of learning to support children's activities at school.

The provider never forgets that children have had a full day's learning at school prior to attending the setting. She wants them to have opportunities to relax and chill out doing the things they like. Children choose to sit on large cushions to read the good range of books incorporating both fact and fiction. They snuggle up together on large cushions to watch digital video discs. They are very good at advising staff how to set up the electrical equipment. Children get creative on the craft table as they make pictures of firework displays with chalks and black paper. A wide range of craft mediums are available. Children engage in role play with dolls and prams and make their own home corner areas. They group cars and construct race tracks on the floor with the play mat. Large and small construction bricks are available as are a wide variety of table top games to promote turn taking and sharing.

Some games promote healthy eating. Children make an indoor bowling alley with skittles and balls. Outside they use hoop, balls, skipping ropes and a good range of other small equipment to engage in physical play. Sometimes children use a parachute for team games and can use the large equipment in the lower playground. The provider is working on her plans to further improve children's access to toys by providing a catalogue of all the toys available. She hopes that this will act as a reminder to the children and allow them more choice. The children show they are interested and keen learners who display characteristics of effective learning. Staff can demonstrate that children are making good progress in their learning through using the Development Matters in the Early Years Foundation Stage guidance. Staff share information with parents about children's learning at home through their daily exchanges. Parents report they have used ideas from the setting to promote their children's skills at home. Children show they have an enjoyable time at the setting.

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

Children start attending the setting when they are in full-time education. This means that they may have a couple of weeks to visit to settle in. Staff help children feel very much at home. They greet them with large smiles and questions about their day and home lives. These effective practices help children to feel welcome and secure. A key person is allocated to each child to ensure they have at least one adult they can fully relate to. Children feel safe in the setting.

Children use the sports hall and the school family room. They have access to different playgrounds depending on where after school activities take place. The areas are regularly risk assessed to ensure children are kept physically safe. Children gain a good understanding of risk as they practise the provider's regular safety routines. For example, the emergency evacuation drills and using equipment safely indoors. The provider ensures there is a selection of comfy seating alongside the dining tables and stools used for activities. The cushions make the environment feel homely and welcoming. Children choose their own activities from the good quality toys and games available. They move freely between activities which help children develop confidence and independence. However, at snack time children are not engaged in activities of their own choosing. Children have to line up to go and wash their hands. Afterwards, they sit at the tables waiting to collect their snacks and because they are not engaged in an activity, noise levels rise and behaviour can become a bit unruly.

Children engage in lots of physical play activities. They know they need to sit and rest between bouts of physical play and help themselves to water which is always available. Staff know children's individual dietary needs. Children talk to staff about different foods that help their bodies grow and make good food choices from the range of snacks available. However, they are not involved in any snack time activities which help them to develop knowledge and skills in food preparation and hygiene. Overall, children have a healthy lifestyle at the setting. The provider and her staff are good role models. The provider has a good written behaviour management statement, although she does not like

to impose lots of rules on the children. She promotes good behaviour in the children through gentle, individual reminders from staff about sharing and caring and thinking of others. However, occasionally children respond to staff requests adversely as they are unsure why particular codes of conduct are necessary and collectively are not involved in setting rules that affect them all. Overall, children demonstrate good behaviour and show concern for each other.

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

The provider organises the setting well. She has a good range of written policies outlining her operation for parents. The provider has completed safeguarding training and is the designated person for the group. She ensures that all staff understand their role and responsibility to protect children. For example, staff carry and use radios to stay in contact with the provider especially when they are alone with children. The staff use good procedures to ensure they know of any incidents from school which may affect children for example, any injuries. The provider keeps her regulatory paperwork up to date which helps to keep children safe in the setting. The provider has a good understanding of her responsibilities for her staff as she is present at the setting each session she is able to monitor staff practice with children. She provides opportunities for staff to attend training to further their professional development and attend short courses that they demonstrate an interest in.

The majority of the staff work with the Early Years Foundation Stage on a daily basis at other settings. Therefore, they have a good understanding of the areas of learning and how young children learn. The provider has a good educational programme in place which she compiles to cater for children's individual interests. Through the programme she is able to support children's learning at other settings. For example, children's class topics are included. This means that children can practise and develop their learning from school if they want to. Staff demonstrate a good understanding of children's skills and abilities and their assessment of children's progress reflects this. The provider has compiled an improvement plan which is a working document. She canvasses the views of parents and children and meets regularly with staff and the school's head teacher. From these she is able to analyse the setting's strengths and weaknesses. Despite only being open for seven weeks the provider has effectively changed some practice to benefit the children. The provider has effective partnership working with the school. Staff exchange information about the children with their teachers. Staff pass any information on to parents during their daily verbal exchanges. Parents report that they are very happy with the setting so far. One parent reports that her child never wants to leave and makes lots of items to bring home. Others report that staff are welcoming and caring and look after the children very well. Children benefit from these exchanges of information because their needs are effectively catered for.

### 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

<b>Unique reference number</b>	EY445319
<b>Local authority</b>	Kent
<b>Inspection number</b>	790953
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Megan Jayne Turley
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07596 596 100

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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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