

The Kidz Club at Anson Primary School

Anson Primary School, Anson Road, LONDON, NW2 4AB

Inspection date	22/10/2012
Previous inspection date	09/10/2009

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

- All children appear to feel safe and secure in this after school club. This emotional security is because adults provide consistent routines, and relationships across the club are friendly and positive, including among the adults who support children
- Children have the freedom to choose what they wish to do from an adequate range of games and resources. They are supported by attentive adults who interact suitably with the children to help them progress
- Staff support children's well-being appropriately, being alert to their welfare needs when they come into the club after their day in school.

It is not yet good because

- Staff do not provide sufficient choice of media and materials to fully encourage children's freedom of expression
- The leadership and management do not monitor the staff's planning of activities and assessment of children's interests and skills, in order to meet children's learning and development needs well.

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 and adults' activities and interactions with them
- The inspector had discussions with the manager, members of staff, some parents and the head teacher of the primary school
- Inspector looked at a selection of relevant documents including those relating to systems for keeping children safe.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

The Kidz Club at Anson Primary School was registered in 2008. It is one of four after-school clubs run by a private provider. It operates from within Anson Road Primary School in the London Borough of Brent. The club has the use of one of the larger school halls and has access to the nursery kitchen. There are toilet facilities available within the main building. The club operates each weekday during term times from 3.30pm to 5.30pm each day. Children have access to a secure enclosed outdoor play area. There are currently 10 children on roll aged under eight years; however, only three of these children are within

the early years age group. The club is registered on the compulsory and voluntary parts of the Childcare Register. The club employs three members of staff all of whom hold relevant early years qualifications. Two staff hold level 3 qualifications and one member of staff holds a level 2 qualification and is working towards level 3. The club caters for children who learn English as an additional language and for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- reconsider the organisation of the 'snack time' routine to better engage children in appropriate tasks, for example, by setting tables and helping in the preparation of the snacks
- extend the programme for expressive arts and design by providing a better range of resources for mixing colours, joining things together and combining materials.

Inspection judgements

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

Children generally enjoy their time in this afterschool club. They mix happily with other older children who also attend, both during play and at 'snacks time', showing that relationships are good. Staff set out play activities only after children have eaten, so that children do not get distracted. While this strategy allows children to calmly enjoy their time together around the snack table, it makes it difficult for adults to prepare a varied play environment that meets children's learning and development needs well. Therefore, children experience an adequate but not extensive choice of activities, particularly at the start of sessions. All are assigned a 'key person' who takes special responsibility for them, joining in their games, supporting them in tasks and observing their separate needs and interests; however, this does not translate successfully into planning that reflects those interests.

Children enjoy playing with construction sets, dressing up clothes and table games. One child builds a tower and a 'Power ranger' sword and proudly shows it to other children and to the adults present. He begins to work at the puzzle table where a member of staff joins him and where child and adult think together to put the puzzle pieces together. This is challenging and offers the child an opportunity to think and persist in his task, but the puzzle proves too hard so he abandons it after a while. This shows that while such

resources are challenging for the early years children, these are aimed at the older ones with a somewhat limited choice available for the others. For example, children use drawing and craft tools to make birthday cards but materials and resources are few and aimed at the older ones again, so the early years children cannot fully express themselves as they may wish, or create at will. Towards the end of the session, however, a member of staff remembers that the children made play-dough recently so she makes this available. This proves a successful activity in which children can model and shape their own creations. All children spend extended time here enjoying the activity and each other's company, but the enjoyment is a matter of chance rather than careful planning. Nevertheless, children learn to get on well with others, which is a useful attribute for their school lives. Staff provide suitable one-to-one support and interact appropriately to support learning across the Early Years Foundation Stage.

Several children's books are displayed on tables, but the children do not find these particularly interesting. They prefer to spend their time in creative activities. One child practises his hand skills in making a 'crown' out of a fine plastic construction set. He places it on his head saying that he is "the King" and proudly shows it off to his friends, again showing children's desire to engage in imaginative play.

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

Well-established routines ensure children feel secure and confident in this after school club. Adults use gloves and aprons as they prepare fresh sandwiches for children's snacks, doing their best to maintain food hygiene, but missing chances to encourage the children to take on such tasks. Snack time is used for socialising as well as eating healthy foods. Children appreciate this quiet time after their busy day at school. The key person system works successfully to help children gain confidence and feel emotionally secure.

Children behave in a positive, friendly manner with each other and towards adults. This good behaviour is supported by adults' positive relationships among each other and towards the children, as staff offer good role models. The early years children benefit from listening and talking with their older friends.

Children enjoy a large indoor space in which to have exercise, such as dancing. They use this while they dress up in African costumes, enjoying the space and freedom to move. Children have access to an outdoor area but this is not used regularly. Children have the opportunity to relax and rest on mattresses on the floor, where they play with construction sets. Although there are no cushions or other soft furnishings to facilitate rest, children seem comfortable.

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

The leadership and management understand their responsibilities regarding meeting the safeguarding and welfare requirements outlined in the Early Years Foundation Stage

framework. Staff have secure knowledge of child protection issues and procedures. Entrances and exits to the premises are controlled so children are safely looked after. The manager and staff assess equipment and premises for potential risks so that children can play safely and any dangers of accidents are effectively minimised.

The manager knows her responsibilities with regards to the learning and development requirements, but this knowledge does not always translate into effective practice.. She offers adequate supervision to staff, discussing their further training and supporting staff in upgrading their qualifications. From time to time, the manager gives staff feedback on the quality of their interaction with children.

Staff have adequate knowledge of learning and development areas of learning and child development. They organise activities which mostly capture children's attention but which do not always match children's individual interests and skills. Supervision of staff's activities and the monitoring of planning are not consistent and, as a result, experiences offered only just meet children's learning and development needs. The effectiveness of the assessment and planning system was raised at the previous inspection and has not been addressed sufficiently well to make sure children have a good range of experiences matched to their interests when in the club.

Staff occasionally meet with the children's class teachers, maintaining collaborative and positive relationships. However, children's learning programmes are not fully communicated so club activities do not always complement children's learning in school. Parents report they are very happy with children's experiences in this club and are made to feel most welcome. Staff make themselves available at the end of the day exchanging information about children's experiences and achievements.

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

Unique reference number	EY378049
Local authority	Brent
Inspection number	815737
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	10
Name of provider	Bosede Akinyele
Date of previous inspection	09/10/2009

Telephone number

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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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