

Just Kidding After School Club

Spruce Hill Baptist Church, Brookscroft Road, London, E17 4JP

Inspection date

25/10/2012

Previous inspection date

05/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 1

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 are very happy, enthusiastic learners and quickly grow in self-confidence because of the excellent relationships with staff, and the interesting experiences provided to them each day after school.
- Staff make very clear their expectations for children's behaviour, encouraging them to take responsibility for their own behaviour by devising 'rules' and 'turn-taking lists' that develop their ability to be kind towards others and take turns.
- Staff promote children's physical development highly successfully, so that children make very good progress in understanding the importance of good health and physical exercise.
- Staff work exceptionally hard to forge good links with the schools that children attend so they are aware of children's welfare needs when they arrive at the club and in order to offer experiences that complement their school day.

It is not yet outstanding because

- Staff interact effectively with the children overall, but sometimes do not use the best questioning techniques to help children use their imaginations fully and to think about different ways of doing things and solving problems.

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 and staff during activities in the main room
- The inspector held a meeting with the provider and deputy manager to discuss documentation, and checked evidence of the suitability and qualifications of the staff working with the children
- The inspector completed a joint observation with the provider in the main room
- The inspector took account the views of parents spoken to on the day.

Inspector

Debbie Buckingham

Full Report

Information about the setting

Just Kidding After School Club registered in 2007. The group is privately owned and is situated in the Walthamstow area of the London Borough of Waltham Forest. The club operates from the Spruce Hill Baptist Church Hall and has access to a paved and grassed outside play area. The club offers care for children aged four to eleven. The club is also registered on both the compulsory and voluntary parts of the Childcare Register. There are presently 17 children on roll between the ages of four and ten, two of whom are in the

early years age range. The club is open on weekdays between 3.30pm to 6.30pm, term times only. The club employs four staff, including the manager and deputy. All four staff hold an appropriate early years qualification; the provider holds an Early Years Professional qualification, and one member of staff is working towards the early years degree and one member of staff is working towards a relevant level 3.

What the setting needs to do to improve further

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

- enhance the ways in which staff deliver the educational programmes by: a) posing challenging questions; b) posing open-ended questions and c) asking 'silly questions' that amuse children, in order to further foster their creative and critical thinking.

Inspection judgements

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

The atmosphere at the club is calm and purposeful. Caring and enthusiastic staff use good interactive skills. These have a positive impact upon children's learning and development, so that children make good progress across a wide range of skills. Children clearly enjoy learning through play. All enter happy and eager, choosing what they wish to do from the interesting experiences offered around the room. Children's behaviour is very good and self-regulated. The educational programmes provide a wide variety of experiences that interest and arouse curiosity in children of all ages and complement their school day. Staff demonstrate good knowledge of how to promote the learning and development of children. For example, they engage children in games and activities that challenge and extend their learning. Although staff intervene when necessary to offer support, sometimes they do not stretch children as well as possible to provoke their thinking and imaginations fully. Planning and assessment takes place in collaboration with management in regular meetings that acknowledges information provided by the schools that children attend.

Staff plan a strong programme to help children develop their communication, language and literacy skills. They use stimulating, fun and interactive activities to engage children in learning the alphabet, helping them to consolidate their learning in school. For example children learn to offer words beginning with a chosen letter, linked to subjects of interest such as football teams, groups and animals. Each week the club provides children the

opportunity to play indoor team games, hand ball and parachute fun that support healthy practices.

The key person system supports engagement with all parents and encourages them to share information about their children's learning and development. They keep families very well informed of children's progress. Staff willingly encourage and support children in doing homework, if they wish, showing that they value the importance of further study after the school day.

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

All children move around the club happily including those who have recently started, owing to the trusting relationships established with staff through the 'key person' system. In this small club, all staff know each child and form a particularly close bond with the children and families.

Children are encouraged to self-register which promotes independence and self-esteem. Staff work hard to develop behaviour routines that encourage children's involvement. For example a 'rules list' fosters excellent behaviour during play and meal times, and sets clear boundaries for all children. Staff organise themselves effectively so someone is always available to provide support for children's care needs, such as help with putting clothes on, offering words of comfort when feeling fed up. Older children support the early years children in accessing the water container independently, showing the good relationships that exist.

Children learn to manage by themselves during mealtimes; they know how to use tools safely and are encouraged to take turns in serving because staff supervise children well. Staff support children in feeling safe, through talking in small groups about healthy lifestyles, and how they manage risks, such as fire drills and safe passage to the club. For example, practitioners set children good examples as everyone, adults and children alike, wears reflective jackets. One member of staff is positioned in front and one behind, as they walk to the club, and children quickly respond to the routine, knowing what is expected of them.

Children are encouraged to have their say and they learn to resolve conflict situations quietly and privately with staff. This system helps children manage their feelings and builds on their self-esteem. Staff talk with children about good behaviour and feelings during circle and group times. Good manners are reinforced and children are encouraged to shake hands to apologise for unacceptable behaviour, gaining a useful skill and attitude for their future lives. Children talk about health with staff, discussing the necessity to wear gloves to keep hands germ free.

Staff work in close partnership with surrounding schools to support children's transition to the club. Excellent partnerships have been established that have supported the children's learning whilst attending the club. For example, the staff discussed with the school how they could jointly support children's writing, spelling and phonic knowledge. As a result, a

phonic awareness session is being organised, demonstrating the effective partnership with the school.

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

The management has good understanding of the learning and development requirements set out in the revised Early Years Foundation Stage guidance and they make good provision for children's welfare, learning and development. Arrangements for safeguarding children's well-being are well established and effective. The leadership conducts effective recruitment procedures to appoint staff who are suitable to work with children. Staff have regular safeguarding and suitable first aid training, so they keep their skills updated. They understand their individual responsibilities well and provide a safe play environment for children.

The manager and staff work closely with several teachers from the surrounding schools, actively seeking advice and acting upon suggestions to support all children's learning and development. This clear liaison includes communication about children with additional needs, as necessary. The management understands the importance of offering outdoor play. Additionally, they offer fun, interactive indoor team games that encompass the importance of healthy pursuits that children thoroughly enjoy.

Good attention to staff development results in regular appraisals, although training for the revised Early Years Foundation Stage has yet to be undertaken. The manager provides a positive model for professional development by studying for a degree. Staff use their new skills and understanding well, such as developing and providing a strong programme for literacy, and communication and language. Since the previous inspection all the staff have worked hard to address the weaknesses identified; improvements include a children's self-registration system that fosters their independence and self-assurance.

Parents express appreciation for staff's support and approachability. Staff work closely with parents helping them settle children and keeping them informed of school procedures, such as lost clothing, homework regimes and accidents.

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	EY347721
Local authority	Waltham Forest
Inspection number	815313

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 10
Total number of places	20
Number of children on roll	17
Name of provider	Hawa Marriott
Date of previous inspection	05/06/2009
Telephone number	07876682469

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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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