

# Kids2Teens

John Bramston Primary School, Newcastle Avenue, ILFORD, Essex, IG6 3EE

## Inspection date

Previous inspection date

30/11/2012

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 are settled, happy and have a warm relationship with the staff who provide good levels of care for them.
- Staff are effectively organised and deployed well to ensure that children are engaged, challenged and receive appropriate levels of support.
- Children enjoy taking part in play activities that cover all areas of their learning.
- Snack times are organised to be a relaxed and sociable activity for children.

### It is not yet outstanding because

- Self-evaluation does not currently include the views of parents to help management and staff in the process of identifying areas for further development
- Partnerships with school staff are not fully effective in promoting a shared approach to children's learning.

## 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 viewed all resources accessible to children.
- The inspector engaged in discussions with both staff and children as part of gathering evidence.
- The inspector sampled children's records to ensure required and relevant information is gathered by staff.
- The inspector sampled a number of the setting's policies and procedures.
- The inspector referred to a copy of the setting's evaluation record, and explored what information is shared and gained with other professionals.

## Inspector

Shaheen Belai

## Full Report

### Information about the setting

Kids2Teens registered in 2010 and is managed by a private company. The setting operates from the premises of John Bramston Primary School in Hainault, within the London Borough of Redbridge. Children have access to two halls, an IT suite and

associated facilities. Children use an outdoor play area.

The setting provides out-of-school care for children attending this school only. Sessions operate Monday to Friday term-time only from 7.45am to 9am and 3.30pm to 6.30pm. The setting offers holiday care, except during bank holidays from 7.45am to 5.30pm. There are currently two children on roll in the early years age range. In addition, the setting provides care for children up to the age of 11 years. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs five members of staff, this includes the manager. Of these, three hold appropriate early years qualifications.

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

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

- extend current communication with school staff to promote a shared approach to children's learning
- strengthen the current systems of self-evaluation to include the views of parents.

### **Inspection judgements**

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

Children settle well in this welcoming setting where their learning and development is appropriately supported by staff. Staff plan activities that reflect all areas of learning and take into account their observations of what children enjoy. This helps them to offer children new experiences. Children's key persons identify children's interests and what activities they particularly enjoy by making observations of their play. They vary and adapt activities to engage children's interest and engage them in new challenges. Children have independent choices in their play and are also able to select from an adequate range of resources in storage with staff support.

Children have access to the setting outdoor play area and in poor weather they engage in physical activities indoors. For example, they learn to handle hoops of different sizes, developing skills to spin these around their bodies. They are further challenged by staff who support them in their counting skills as they spin the hoops. They enjoy the

imaginative play on offer, such as using the toy vacuum to clean the floor or dressing up in different costumes. Children enjoy creative activities, such as using paints and glitter to create pictures of their own. They use brushes, shakers and sponges to create their own pictures. Children's early writing skills are supported, as staff encourage children to label their own work or use letters to set out their names. Children learn to set out play materials with the guidance of staff, supporting them at times to solve problems. For example, they identify how to put train tracks together or identify the value of money they use in role play.

Staff gather information from parents at the time of children's entry to the setting. This allows them to have some information about what the children are interested in and what parents would like their child to do when attending the setting. Staff use their observations of children engaged in play to inform planning for the following week. In addition, they invite children to express what they enjoy and what activities they would like to engage in.

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

Children are developing positive relationships with other children and staff. They show that they have warm relationships with their carers and other children attending as they arrive and engage in activities. They welcome comfort, cuddles and interaction from staff, which promotes their self-confidence and sense of belonging. Children show familiarity with others as they engage in activities happily with other children. For example, they welcome the assistance of other children as they seek support in serving themselves at snack time or engage in group games. Children show independence as they address their own personal needs for toileting and hand washing. They behave well as staff present positive role models and provide clear explanations about taking turns and being kind to each other. Children benefit from the praise and recognition given to them when they behave well or carry out tasks for staff. This allows children to identify the types of behaviour that is acceptable. Children learn about keeping safe, as staff remind children frequently of the risks involved in their actions. For example, children are reminded by staff not to run indoors and why. Staff further support children's safety, as they escort children to and from the toilets and during handover periods. Monthly evacuation drills allow for children to follow rules and contributes to children's developing sense of safety.

Children enjoy a varied and healthy lifestyle, which includes daily physical activities and the provision of varied foods for snacks. Snack time is a very relaxed and sociable activity, allowing staff and children to interact. Lots of discussions take place, such as sharing experiences and for staff to support children to eat well. Children are encouraged to serve themselves, such as spreading their own spreads on their sandwiches or supporting their friends in addressing this task. Children's views are taken into account when planning snacks, as well as offering food from other cultures when celebrating different festivals. For example, children enjoy noodles, naan bread, pizza and samosas.

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

Management takes an active role in the operation of the setting. For example, the nominated person attends sessions regularly allowing her to support the manager and staff team, as well as observe the delivery of the service. The team have a good understanding of their roles regarding safeguarding. For example, policies and procedures for safeguarding and welfare requirements are covered during staff induction. Parents are also aware of these and have copies accessible via email and a parent handbook. Newly appointed staff all undergo vetting to ensure children are safe to be in the care of these adults, this includes having a Criminal Records Bureau check. Child protection procedures are known by staff and displayed within the setting to refer to. In addition, training is attended with the local authority and with the school setting. Staff follow appropriate procedures when children become unwell to ensure they are comfortable and do not cause a risk of spreading infection to others attending. Some staff are trained in current first aid and food safety, this contributes to children's health and well-being. Documentation and records are in place to contribute to children's safety, such as attendance records and the risk assessments undertaken by staff on a regular basis help to ensure that the premises and resources are safe for children.

Staff attend training that is identified as relevant by management and from what is on offer from the local authority. For example, a number of staff have attended training in the past months to address the implementation of the revised Early Years Statutory Framework. Management is supportive of other staff attending in the new year when courses are confirmed for availability.

Staff and management have regular discussions about the quality of the provision and management welcomes the support of the local authority advisory team, which is received on a regular basis. The views of children are sought to help identify areas for further development. However, the views of parents are not currently sought to involve them more in the day to day operation of the club. Management keeps parents informed about the setting with information displayed, such as weekly activity plans, key person groups and menu plans. In addition, newsletters are provided twice a term and discussions take place at handovers between staff and parents. Management also meets with the school head teacher on a regular basis or as and when required, allowing for information to be exchanged. Staff have developed a suitable rapport with school staff at handovers. They discuss children's general well-being and messages that need to be passed onto parents. However, they do not share full information about children's individual learning to support continuity.

## 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>	EY407060
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	737183
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	2
<b>Name of provider</b>	Kids2Teens
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07535352949

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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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