

# Kidzplay-Afterschool

Northview Primary School, Northview Crescent, LONDON, NW10 1RD

## Inspection date

Previous inspection date

18/12/2012

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's personal, social and emotional development is a high priority. Children are happy and confidently explore their environment, moving freely between all activities.
- Effective partnerships with parents and school staff help to support children's welfare and learning.
- Staff fully understand their roles and responsibilities in safeguarding children and supporting children's learning and development.
- Risk assessments are effective regarding the collection of children from school and children are always well supervised.
- Children enjoy healthy and nutritious well balanced meals

### It is not yet outstanding because

- The links between the activity planning and seven areas of learning are not sufficiently robust to ensure that children are always offered a balance of activities.

## 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 participating in activities and the interaction between staff and children in the main hall.
- The inspector sampled records and documentation relating to suitability, safeguarding and communication with parents.
- The inspector discussed risk assessment with the staff and inspected the premises.
- The inspector and manager undertook joint observations of snack time and children's free play.
- The inspector took account of the views of parents.

## Inspector

Catherine Greene

## Full Report

### Information about the setting

Kidzplay-Afterschool registered in 2012. It is situated in the school hall of Northview Primary School in Neasden, within the London Borough of Brent. The setting is privately owned by Kidzplay-Afterschool Ltd. The premises consist of the school hall, adjacent playgrounds, and kitchen and toilet facilities. The setting is registered on the Early Years

Register and the compulsory and voluntary parts of the Childcare Register. There are 36 children on roll with four children in the early years age group. The club is open from 3.30pm - 6pm each weekday during term-time and 8am to 6pm each weekday during school holidays. There are three core staff, including the manager. Volunteers also work at the club.

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

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

- improve the links between the activity planning and the seven areas of learning to show that children are offered a full balance of activities.

### **Inspection judgements**

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

Children are active learners who are able to develop their own play and ideas. The learning environment provides plenty of activities for children to explore and have fun. They independently choose from a selection of resources and activities that interest them. Staff give confidence to children as they play by offering support and encouragement. They engage children in conversation, build on their interests and ask questions, which encourages them to think and find out more.

Key persons know the children well. They use registration forms to record children's interests and refer back to any developmental records provided by parents or the school. Children are able to set their own challenges and ideas within the adult-led and child initiated activities. They are absorbed as they make playdough under the calm guidance of the staff member who gives her absolute support. As staff get to know children, they plan activities to engage their interests and enthusiasm. Staff are skilled at setting up resources, so children can really enjoy their time in the setting and relax after school. Observational assessment is used to identify future learning priorities and respond to individual learning and development needs. As a result, children's play is often sustained, purposeful and imaginative.

Children enjoy looking at books and listening to stories and have areas that they can sit comfortably and complete homework. They are confident to speak in groups and share their ideas. Children's creativity is encouraged through art and design activities. They experiment with a range of media and materials when making photo frames and when

sewing cushions. They also paint, manipulate clay, create collage pictures and construct models out of recycled materials. They are proud of their achievements that are catalogued in a photo album. Children's own written descriptions and headings outline what they have enjoyed during the activity or outing. Children use their imaginations during role play and older children are able to concentrate and practise the play they have written and are performing for Christmas. Children's decision making and reasoning is promoted naturally during conversations, games and activities. They choose what they want to play with, answer questions and work out practical problems such as how things match or fit together. They build towers with a giant deck of cards, which requires concentration and staying power.

Outdoor play features strongly in the provision's routines. Children thoroughly enjoy being physically active. They are developing skills in coordination, control and movement. Children benefit from a variety of physical play indoors such as when playing a game of balance with large jenga pieces. At the end of the session, the hall is cleared and children can experience the large space playing games that are more physical. This also promotes their skills at negotiation as they help staff supervise the turn taking.

Children have plenty of fresh air and exercise through regular worthwhile outdoor activities. They use a range of physical apparatus and are enthusiastic about opportunities to explore and play sport in the playground. Children said that their absolute favourite trip all year has been the thoroughly enjoyed and inspired outing to stables for horse riding in the summer.

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

Children's welfare is promoted well by confident and knowledgeable staff. Children arrive happily after school, they settle well in the friendly, relaxed atmosphere. Staff interact closely with children as they play, helping to develop positive learning skills. Children are developing friendships at the setting with the other children they meet from a different local school. Their behaviour skills are impressive, as they know how to cooperate and take turns as they play. Staff are well organised with a key person system to support individual children's well-being. Positive relationships make sure that all children form secure emotional attachments.

Parents and school staff provide information about children's individual care needs and interests. This aids transitions, ensures specific dietary needs and preferences are catered for and that any medical needs are known and met. Children are successfully encouraged to be aware of the needs of others, to be kind, polite and respectful. They learn about the wider world, through their play and communications. As a result, children have positive relationships and enjoy playing together. Children follow the staff's requests and like being given responsibility. For example, they help setting up activities, snack and tidy toys away at the end of the session. Children show a strong sense of security and feel safe in the setting. They seek support, reassurance and comfort from the staff as they need and receive praise and encouragement, which actively promotes their confidence and self-

esteem.

Children are beginning to gain an understanding of risk as they participate in the activities. For example, children learn appropriate boundaries whilst playing they know how to handle tools, such as scissors, safely. They feel safe in the setting as they help decide the rules; they also develop a sense of ownership that increases their confidence and self-esteem. Staff are skilled at engaging children at the beginning of the session and allowing them time to feel secure and make the adjustment from school to after school club. They know about the rules that keep them safe and remind each other to put their hands up and call out while the register is being taken. The setting has a written evacuation procedure that is carried out with children at regular intervals.

Staff promote children's good health and well-being. Children and staff wash their hands as they arrive and before meals and baking activities. They make choices from a healthy and tasty selection of good food that they enjoy. Parent's comment that they almost do not need to give their children an evening meal because they are so well fed at after school club.

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

The manager has a strong commitment to support staff in attending regular training. This includes child protection training to update their knowledge and reinforce their understanding of the setting's policy. All staff are checked as to their suitability and they have a good working knowledge of the policies and procedures. Staff meet as a team and know how to report and record any concerns they have about a child's welfare. These processes are clearly explained to parents with a notice board containing policies and training certificates of staff.

Risk assessments are well organised and staff follow the procedures closely to minimise any hazards to children. All documentation is maintained and risk assessments are updated with the support of the school. The manager and staff set high standards for the after school provision and deal with changes to guidance in a practical and effective manner. Staff are well known to the children, they also work in the school and at other local schools during the day. Secure systems are in place in relation to the safe collection of children from a local school and for when parent's and carers collect at the end of the session.

The manager supports staff performance through observation of practice. Professional development is actively encouraged. The whole staff team work well together and act as positive role models to the children. The key person system supports effective links with parents and carers. Systems are in place to obtain 'all about me' information as children start. Staff communicate effectively with parents on a daily basis. Staff understand the importance of liaising with school staff and external agencies to ensure continuity and consistency in the care and education provided. Staff liaise with reception teachers at the

school to aid effective transitions and joint working. Evaluation is not yet fully embedded at all levels of the provision but the manager is already aware that more work is required in this area, including gathering the contributions of children and their parents.

One of the after school club's aims is to complement the school curriculum in a fun, relaxed way. The staff team demonstrate enthusiasm and commitment to developing the provision. However, planning and observation systems, while developing well, are not yet fully embedded to reflect the seven areas of learning and to ensure that children receive a complete balance of 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
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>	EY446389
<b>Local authority</b>	Brent
<b>Inspection number</b>	803303
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Kidzplay-Afterschool Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07977681977

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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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