

Starfish Kids at St Andrews

St Andrews Church Hall, Church Road, Hove, East Sussex, BN3 2AD

Inspection date

09/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children show a sound sense of belonging as they arrive from school and join in activities set out for them.
- Children's social skills develop satisfactorily in the friendly and informal setting.
- Children enjoy a varied range of fun and interesting planned activities.

It is not yet good because

- The key person system is not fully effective. Children do not always have a key person available to support their emotional well-being and to liaise effectively with parents.
- Children do not have easy access to resources to enable them to independently make choices and extend their play.
- Children do not have access to a comfortable area where they can relax and rest quietly after a busy day at school if they need to.

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 activities indoors and outdoors.
- The inspector accompanied staff collecting children from schools.
- The inspector held meetings with the person in charge and spoke to other staff.
- The inspector sampled documentation including children's records.
- The inspector checked evidence of suitability and qualifications of staff.

Inspector

Alison Weaver

Full Report

Information about the setting

Starfish Kids at St Andrews registered in 2012. It operates from a large room in St Andrews Church Hall in Hove, East Sussex. The setting opens five days a week during school term times. Sessions are from 3pm to 6pm. All children share access to an enclosed outdoor play area. They also regularly use a nearby school playing field.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 16 children on roll in the early years

age range. The setting also offers care to children aged up to 11 years. Children come from a wide catchment area. The setting currently supports a number of children who learn English as an additional language. The setting employs six staff. There are four staff, including the manager, who hold appropriate qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Implement an effective key person system to help children become familiar with the setting, offer a settled relationship with the child and build a relationship with their parents.

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

- improve the storage of resources so that children can independently choose the resources they need for their chosen activities.
- create quiet restful areas for children to relax in comfort.

Inspection judgements

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

Staff focus appropriately on providing activities that will complement the experiences children receive at school. They interact satisfactorily with children as they play. As a result, children continue to make sound progress in their learning and development. There is a basic observation and planning system in place. Staff use this satisfactorily to assess children's progress and meet children's individual needs. Parents are encouraged to share what they know about their child. Staff keep parents adequately informed about their child's progress.

Children arrive happily with their friends and have fun at the setting. They join in with games with others or play on their own. Staff supervise children appropriately and provide a varied choice of suitable activities for them to enjoy. Children can ask for other resources but are unable to make their own choices from the toy storage. This means that they cannot freely extend their play using additional resources without asking for adult help.

Children readily explain that they take part in activities such as pottery, sensory play,

cooking, drama and dance. They talk confidently with adults about their experiences. Several staff engage children in lively discussions and this helps to promote their communication skills. Children develop their physical skills as they play football outside in the fresh air. Other children prefer to play table football indoors with their friends. Children like exploring the different technology that is available. The art activities are popular with the children and several of them spend a long time creating pictures and developing their writing skills. Children have fun making the paper cup puppets. They use their imagination well as they make 'Rapunzel' with long strands of wool.

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

Staff form positive relationships with the children. They give adequate support to them, particularly in helping with the transition between the setting and school. Overall, staff engage children in play although occasionally some of them do not settle easily at activities. There is no effective key person system that gives an adult special responsibility for a small number of key children so that they can easily respond to their needs. Children do not always have a trusted key person available to depend on in the setting who helps them develop their confidence and meets their emotional needs. This is a breach of the legal requirements.

Overall, staff use the environment appropriately to meet children's needs. There is plenty of safe and suitable space. Staff create different activity areas for children so they have some choice. However, they have not fully developed a space where children can rest if they feel tired or want to sit quietly with an adult or their friends. The setting has a suitable range of toys and resources although a few of them look rather worn. The staff have plans to update these resources and make sure they reflect children's interests.

Children generally behave appropriately and learn to share resources. Staff implement appropriate behaviour management strategies as needed. They involve children in creating the rules for the setting and help them understand the need to respect others. Staff promote children's self-esteem as they praise their achievements. Children show they feel secure as they move freely around the setting. They develop a sound understanding of how to stay safe as they practise fire drills. Staff remind children of the safety rules when walking from the school. Children learn how to use tools and equipment safely. For example, children learn to use a sewing machine under close staff supervision. They make felt badges using sewing needles.

Children enjoy healthy snacks and help themselves to drinks. They take part in a wide variety of cooking activities where they learn what is good to eat. They adopt satisfactory personal hygiene practices. Children have plenty of opportunities to take part in exercise and develop their physical skills. They show good coordination and control as they play volleyball indoors.

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

Staff show a sound understanding of safeguarding procedures. They are fully aware of their responsibilities and the need to report any child protection concerns. Staff carry out regular risk assessments on the premises, outings and activities. Staff also complete daily safety checks. These help staff successfully identify and minimise hazards to children. All the required documentation to help promote children's safety and welfare is appropriately maintained. There are suitable recruitment procedures in place to help ensure staff are suitable to work with children. The manager actively promotes the professional development of staff through regular appraisals and ongoing training.

Overall, the leadership shows a satisfactory understanding of the learning and development requirements. They regularly monitor and review the activities they provide for children and how well they are achieving. They discuss children's progress in the staff meetings so they can share and observations and concerns about a child. Where necessary, they seek additional support from agencies to help a child achieve. They have adequate systems for liaising with children's teachers. They share information that enables them to work together to provide consistent care and learning experiences.

Staff regularly evaluate the overall provision. They are currently reviewing how the new premises are used and looking at ways to improve this for children. They have a number of well-focused ideas that they intend to put in place. For example, they are considering making use of the room dividers to create more defined play areas for the children. They also intend to reintroduce the suggestions box with the children so their ideas can be used to improve the setting.

Staff keep parents satisfactorily informed about the setting's activities through regular newsletters and the website. New parents receive some helpful information about the setting and copies of the policies. Staff give verbal feedback to parents at the end of the sessions about their child's welfare and achievements. Parents are encouraged to share their home backgrounds with the children. This helps all children learn about the wider world and value differences.

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	EY449169
Local authority	Brighton & Hove
Inspection number	805651
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	40

Number of children on roll	50
Name of provider	Starfish Kids Club Limited
Date of previous inspection	Not applicable
Telephone number	01273719520

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

