

Kool 4 Kids Out of School Club

42 Fryston Avenue, Coulsdon, Surrey, CR5 2PT

Inspection date

09/01/2013

Previous inspection date

02/05/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 are comfortable, settled and confident in the club. They have good relationships with staff and each other and behave well.
- Children happily take part in a suitable variety of indoor activities that complement their experiences in school. They make choices about what they want to do and are well-occupied throughout the session.
- Staff create a welcoming indoor environment. They are sensitive to children's individual needs and ensure all children are included in activities.
- Staff have good relationships with parents and keep them well informed about the provision and children's experiences on a day to day basis. Parents find staff friendly and approachable.

It is not yet good because

- Written consent from parents is not obtained for all medicines administered to children, as legally required.
- Children do not currently take part in a broad range of outdoor play experiences.
- Systems for rigorously monitoring and evaluating the provision are not yet fully developed.

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 taking part in activities throughout the session.
- The inspector had discussions with the provider and members of staff.
- The inspector sampled records including children's files, self-evaluations and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector looked around the premises.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Kool 4 Kids Out of School Club is a privately owned setting and was registered in 2011. It is based in a community hall in Coulsdon, within the London Borough of Sutton. The club has the use of a main hall, a computer area, an additional small hall and an outdoor play area.

The setting provides a breakfast club from 7.30am to the start of the school day and an

after school club from the end of the school day until 6.30pm, during term time. They also offer a service during the school holidays, depending on the demand of the users. They offer a drop-off-home service at the end of each session if required. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children aged under eight years on roll, two of whom are in the early years group. The club also cares for children aged up to 11 years old.

There are six members of staff employed to work at the setting, plus two volunteer drivers. Four members of staff have relevant childcare qualifications and two have social care qualifications. The setting receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- make sure that medicine is only administered where written permission for that particular medicine has been obtained from parents

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

- provide a wider range of interesting and stimulating outdoor play activities and experiences
- extend the systems for monitoring and evaluating the provision, in order to ensure that any areas for improvement are consistently identified and dealt with promptly.

Inspection judgements

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

A small number of children in the early years age range attend this out of school club. Children receive their main education in school and staff plan and provide an appropriate range of activities to complement children's school day. They gather detailed information about children's background, starting points and needs, for instance through 'all about me' forms and discussions with parents. This helps ensure that they can provide suitable care and support when children start at the setting. Children choose from a good selection of indoor play materials and equipment throughout the session, enjoying a balance of free-play and some adult-led activities. However, currently children do not benefit from a wide variety of planned or spontaneous outdoor play experiences as their time outside is

limited, especially during the winter months.

Staff encourage children to join in conversations and children's communication skills are fostered when they talk about what they did in the holiday. They share books with staff in the quiet book area, where they can relax on comfortable soft cushions. Children play cooperatively together, taking turns in a game. Staff use opportunities to encourage children to practise their skills effectively, counting out the spaces or measuring water to add to their biscuit mix when baking. Children learn about the wider community when they make plans for Chinese New Year or join in activities for Diwali. They use every day technology such as computers confidently, drawing pictures using an art programme. Children design and create models at the craft table, sticking boxes together with sticky tape or glue. They enjoy playing in the home corner, using their imaginations as they go shopping or make tea. They are interested in the resources and activities provided and are well-occupied throughout the afternoon. Staff keep parents well informed about their child's day and their achievements at the setting, spending time talking to them individually at the end of the session.

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

Children come into the setting confidently at the end of the school day. They have good relationships with staff and each other and there are friendly greetings as they arrive. They go to staff readily with any worries or questions and staff are sensitive to their needs. This effectively supports their emotional well-being. Children are familiar with the routines and expectations of the setting, putting their belongings away safely when they arrive and quickly choosing an activity. They gain independence skills as they pour their own drinks at tea time. Staff intervene promptly if children become noisy or boisterous and children respond well to their calm approach. Consequently, behaviour is good overall. Children remember why they must not run inside the main hall and they help tidy the equipment away so the hall is safe at the end of the day. This helps them learn to be aware of risks and keep themselves safe. They take part in regular fire drills so everyone knows what to do in an emergency. Staff conduct daily risk assessments of the areas used by the setting and make sure the premises are safe before children arrive. They set up the hall with a good selection of resources and some posters and displays help create a welcoming environment.

Staff promote children's good health appropriately overall, although outdoor play opportunities are not fully developed. Children adopt simple good hygiene routines when they wash their hands before they eat. They benefit from a freshly prepared hot meal at tea time, enjoying spaghetti and meatballs for their tea and fruit afterwards. They have fun practising their physical skills in the hall, enthusiastically joining in with a game of football or running around.

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

Children are cared for by appropriately qualified and vetted staff due to robust recruitment procedures. This helps safeguard children's welfare. Staff all complete child protection and first aid training, which ensures that they have a clear understanding of their responsibility to provide a safe environment for children. They know what steps to take if they have concerns about a child in their care. Staff have opportunities to develop their skills through local training courses. Appropriate systems are in place to monitor their performance, such as appraisals. They work together effectively as a team, sharing tasks such as food preparation during the session. Staff keep most of the required paperwork that promotes children's safety and well-being and contributes to the smooth running of the setting. However, although medicine is only given to children with parents' permission, the setting does not always obtain this consent in writing so that all agreements are clear. This is a legal requirement.

The provider has a clear understanding of her responsibilities in relation to the learning and development requirements. Together with the staff team she regularly reviews the setting's practice and clear systems are in place to monitor children's progress through observations and assessment. Plans are currently in place to extend the range of activities further by introducing additional lessons, such as a sewing club or jewellery making group. The provider shows a good commitment to continuous improvement overall and takes appropriate action where any areas for improvement come to light. For instance, she recently fully reviewed procedures for collecting and transporting children from school to the setting, to ensure that their safety and welfare is paramount at all times. However, current systems for self-evaluation are not always effective in identifying all areas of weakness, such as requirements in relation to giving children medicine and improvements to outdoor play.

Staff have good relationships with parents. They are kept well informed through daily discussions, the notice board and newsletters. Parents comment that they feel their children are safe and comfortable at the setting and enjoy their time there. They are happy with the care provided and systems for day to day communication. Staff at the setting also make links with children's schools and share information wherever possible to ensure continuity in learning and care. For instance, by passing a contact book between the setting, home and school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a record of a parent/guardian/carer's consent to administer medication is

kept (records to be kept) (applies to both parts of the Childcare Register)

- take action as specified for the compulsory part of the Childcare Register (Records to be kept)

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	EY437731
Local authority	Sutton
Inspection number	896275
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	53
Number of children on roll	9
Name of provider	Blessing Otibhor Mayomi
Date of previous inspection	02/05/2012
Telephone number	07941 973731

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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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M1 2WD

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