

Kingsland Before & After School Club

Kingsland Road, BIRMINGHAM, B44 9PU

Inspection date	15/01/2013
Previous inspection date	05/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure. They are well behaved, respond well to staff and play cooperatively together.
- Staff help children choose what they want to do and encourage them to try new experiences; as a result, children are confident and develop good self-esteem.

It is not yet good because

- The safeguarding policy is not written in line with the Local Safeguarding Children Board Procedure. It does not include procedures to be followed if allegations are made against staff or for the use of mobile phones and cameras in the club. In addition, information about who has parental responsibility for each child is not held.
- Opportunities for children to develop independence skills are sometimes missed. For example, children do not always prepare or serve their own snacks.
- Effective communication with other settings delivering the Early Years Foundation Stage, such as reception class teachers, is not secure to ensure there are regular opportunities to share information about children's learning and development in order to support continuity in their 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 observed activities in the main classroom.
 - The inspector had discussions with the manager and staff.
 - The inspector took account of the views of children and also held discussions with a number of parents during the inspection.
- The inspector sampled documentation, including evidence of staff suitability,
- planning and assessment documentation, policies and procedures, children's records and photographs of children engaging in different activities.

Inspector

Jennifer Turner

Full Report

Information about the setting

Kingsland Before & After School Club is privately run and registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates in a classroom within the new Kingsland Primary School in Birmingham. There is access to the school playground for outdoor play. There is disabled access to the classroom where the club meets.

There are currently 36 children on roll, 11 of whom are in the early years age group. The club is open each weekday during term time from 7.30am to 8.55am and from 3.15pm to 6pm. Children attend a variety of sessions. Two members of staff work with the children and both hold a level 3 qualification. The club receives support from the Birmingham Playcare Network.

What the setting needs to do to improve further

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

- update the safeguarding policy to ensure it is written in line with the guidance and procedures of the relevant Local Safeguarding Children Board and that it includes an explanation of the action to be taken in the event of an allegation being made against a member of staff and the use of mobile phones and cameras.
- obtain information about who has parental responsibility for children.

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

- maximise opportunities for children to develop their independence by encouraging them to prepare and serve their own snacks
- develop effective communication with other settings delivering the Early Years Foundation Stage, such as reception class teachers, to ensure there are regular opportunities to share information about children's learning and development in order to support continuity in their learning.

Inspection judgements

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

Children enjoy attending this small but welcoming club. Both of the adults caring for children hold early years qualifications and follow a play-based approach to the club. Staff have a generally good knowledge and understanding of the seven areas of learning and, overall, incorporate them into the planning of activities for the children. Children can make choices about what they play with from a good range of toys and resources that are easily accessible to them. They freely select what to play with from the cupboards and quickly settle down with games and activities. Overall, the educational programme meets the needs of the children who attend. The club offers an inclusive and welcoming environment where children are happy on arrival and content in their play.

Overall, children communicate well and express their needs and ideas clearly. For example, they talk about what they are doing and use their imagination to draw pictures. Staff encourage children to talk about their day at school, their feelings and emotions when they arrive in the club room. This gives them the opportunity find out if children have any concerns, and children feel they are valued. Children enjoy creative activities such as painting, collage and role play. They design colourful florescent pictures of dragons and write their names using Chinese stencils for the Chinese New Year display. Using recycled materials children create handbags from black bin liners and telescopes using tubes and coloured paper. They have opportunities to build on their computer skills as they enjoy visits to the school's technology suite and playing with interactive laptops.

Young children are confident enough to play games and do activities with older children, such as playing on the snooker and football table or with the small world figures. The older children show a clear sense of responsibility towards the younger children, including them in their games and looking after them. Children's physical development is suitably promoted because they access the school's hall and outdoor playground. Staff have positive relationships with the children and play well alongside them, developing their understanding of the world, for example, teaching them about Egyptians. Children learn about how Pharaohs buried treasured things in the pyramids. They draw pictures of the things they would bury in their pyramids, such as favourite toys, pets, family members and even the club staff.

Parents are kept well informed about their children's daily activities and their progress. Staff share information with parents about their observations of children's developing interests and their play experiences. They can access their children's learning journals which contains samples of their work, photographs of them engaged in activities and staff's observations. The club has established links with the school; however, these links are not sufficiently used to support or complement what children have been learning in school and result in children's next steps not been fully known. Parents are encouraged to become involved in their children's learning. They take home, 'Travelling Ted', a well-travelled soft bear who goes on holiday with them and to family events, such as weddings and parties.

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

Children develop warm and relaxed relationships with their key person and each other and gain a sound sense of belonging in the club. They receive praise and encouragement for their efforts and achievements, and this promotes their confidence and self-esteem. Their art and craft work is displayed on the walls, which makes them feel valued. Children also help devise their own club rules. Behaviour is good; children show a mutual respect towards each other because they have ownership of the club. Staff carry out daily checks on the club room to ensure it is safe before the children arrive. Children are learning to keep themselves safe through activities and daily routines. They learn about fire safety by practising the emergency evacuation procedure and take part in activities that teach them about road safety and stranger danger.

Children are free to make choices about their play, and toys and resources available are

well suited to their age range and offer them fun. Toys are stored to enable children to freely access them to develop their independence. Children enjoy a healthy lifestyle through their daily physical experiences and the provision of healthy snacks. Snack time is a friendly, social occasion where children sit together and make their own choices from the selection available. Snacks generally consist of a choice of sandwich fillings or toast, and drinks are readily available. However, staff do not use these opportunities to fully promote children's independence by allowing them opportunities to prepare their own snacks. This means they do not fully develop their independence skills during mealtimes. Individual dietary requirements are well known and appropriately catered for. Children confidently manage their personal care needs, such as washing their hands after using the toilet and before eating snacks.

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

Both staff who work with the children demonstrate a good knowledge and understanding of their safeguarding responsibilities. They hold relevant qualifications and Criminal Records Bureau checks have been carried out on them to ensure they are suitable to work with children. Staff are clear about their responsibility to act upon any concerns about children's welfare. However, their safeguarding policy and procedures are not written in line with the Local Safeguarding Children Board guidance. The policy does not include the procedures to be followed if allegations are made against a member of staff or procedures relating to the use of mobile phones and cameras. This means that the safeguarding requirements are not fully met and results in ineffective procedures in the event of any concern being raised about a child's well-being. In addition, information regarding who has parental responsibility for children is not held. This is a requirement which has not been met and may impact on a child's safety. The provision is secure, with visitors gaining access through the secure entrance at the front of the school site, where they sign in and out. Parents collecting children after the end of the school day use an intercom monitored by the staff. This ensures only authorised persons collect children.

The small team of two staff work closely together and both evaluate each other, through informal discussions about their individual performance and how activities went. Training needs are identified and staff attend relevant courses. For example, they have successfully completed their first aid and food safety training. There are appropriate systems for the evaluation of the club. Both staff are able to contribute and use reflective practice to identify their strengths and weaknesses. They have addressed the recommendations from their last inspection. The manager recognises the need for both herself and her colleague to improve their knowledge and understanding of the Early Years Foundation Stage. Questionnaires are used with children to find out about their interests and if they enjoy certain activities. This information is used to inform planning. Parents also complete questionnaires which enable them to share their views regarding the club.

Staff have an awareness of their responsibility to work with other professionals to support children's learning needs. Overall, there are positive relationships with parents and the staff, and good arrangements are in place for sharing information about children. Parents spoken to on the day of inspection state that they are happy with the care their children

receive. They are aware of what children are doing at the club through discussions with staff, access to learning journals and through the work that children take home. They state that they value the club's flexibility and that children are often reluctant to leave, showing they have a fun time.

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:

- Update the safeguarding policy to ensure it is written in line with the guidance and procedures of the relevant Local Safeguarding Children Board and that it includes an explanation of the action to be taken in the event of an allegation being made against a member of staff the use of mobile phones and cameras (Arrangements for safeguarding children).
- take action as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children).

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

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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	EY274890
Local authority	Birmingham
Inspection number	877654
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	26
Number of children on roll	11
Name of provider	Gemma Marie Rowe
Date of previous inspection	05/11/2008
Telephone number	077603 46575 or 07727 602365

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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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