

Frizz Kidz Club

190 Wills Crescent, HOUNSLOW, TW3 2JD

Inspection date

Previous inspection date

24/01/2013

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 behave well; they are encouraged to display good behaviour by incentives, such as, the 'thumbs up' reward system and contribute to making the 'golden rules' which they know and follow.
- Children have secure relationships with all staff, who engage positively with them during their play.
- The club operates a free-flow environment, enabling children to choose to play indoors or outdoors throughout the year.
- Children are happy to attend; they enjoy playing with their friends and mix well with other children of different ages.

It is not yet good because

- The organisation of the resources does not effectively help to support or extend children's play.
- The activities do not always provide enough variety to support children's interests and provide sufficient challenge.
- The process of self-evaluation has yet to be developed, to identify a clear plan of action to enable the club to improve their practices.

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 spoke with some parents to gain their views of the service provided.
- Observations were undertaken of the children engaging in the activities and how staff interact with them.
- Documentation was sampled.
- Discussions were held with the manager about the practices used within the setting.

Inspector

Maria Conroy

Full Report

Information about the setting

Frizz Kidz Club is run by Fun Running Innovationz Limited. It is an out-of-school provision which is privately owned and was registered in 2012. The club also offers holiday activities in the main school holidays. The club operates from a single-storey sports pavilion building belonging to the Old Latymers sports club. The building is located in a residential cul-de-sac in the London Borough of Hounslow. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 51 children on roll, of these 17 are in the early years age range. Children are collected from the Nelson and St. Edmunds primary schools which are both within walking distance of the sports pavilion. Children's activities take place in a main playroom and an adjacent smaller room. There are toilet facilities for boys and girls and there is a kitchen opening directly off the main playroom. Children have a play area outside and they use the extensive grass covered sports ground for outdoor play activities. The club is open every weekday after school from 3pm to 6pm during term time only. Holiday activities run from 8.15am to 6pm on weekdays during main school holidays and on school inset days.

There are five members of staff; three staff hold relevant level 3 qualifications and one has a level 2 qualification.

What the setting needs to do to improve further

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

- provide interesting and challenging experiences that meet the needs of children attending and enhance the early years experiences they have elsewhere.

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

- develop the use of thorough self-evaluation to carefully monitor the provision, using this as a focus to help improve staff knowledge, understanding and practice and support children's achievements over time, taking into account the views of parents and children
- review and improve the systems in place to enable younger children to choose the resources they need to support their play; make materials and resources easily accessible so that all children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.

Inspection judgements

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

Staff have a suitable knowledge of the Early Years Foundation Stage and they complete

observations on the younger children, which clearly link to the different areas of learning. They use this information to inform their planning; however, by the time the next steps for children's learning are used to plan an activity, children's interests may have changed and they have often moved on in their learning. For example, staff planned a hand painting activity arising from the observations made. However, the younger children showed no interest in the activity and staff did not actively encourage their participation. As a result, the systems in place for planning and its implementation are not fully effective.

Children engage in lots of imaginative play demonstrating their confident communication and language skills. They take on different roles in their game of 'mums and dads', however, there are no resources provided to support, extend and challenge their play. Children enjoy going outdoors; they play football supported by a member of staff; balance on the climbing frame and make marks in the soil using twigs. Children play table-top games together enabling them to take turns and share with each other.

The club completes 'an all about me' form enabling staff to get some information about the children and what they like doing. The parents' notice board highlights information for parents including details of the staff team and there is a white board highlighting what children have eaten and also some of the activities that have been provided. Parents confirm they are happy with the service provided. They feel their child is safe and secure and their children enjoy coming to the club.

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

A key person system operates within the club. This enables specific staff to get to know the children by observing them. Staff use information from observations to find out what children like to do which influences planning. Overall, children have secure relationships with all staff, who engage positively with the children. Children's independence skills are promoted. They choose where to play and select what activities they wish to join in.

Staff act as positive role models; they speak to children gently and encourage good manners. For example, when they take a piece of fruit at snack time children are encouraged to say please and thank you. Generally staff are deployed effectively to enable them to supervise the children. There are always two staff outdoors and two indoors. On the way home from school, the walking bus has a member of staff to the front and rear of all children.

Children behave well and children of all ages play happily together. Children thoroughly enjoy being part of the 'thumbs up' reward system. They eagerly await the nominations each evening after their tea and get excited when they reach the magic 10 thumbs up, enabling them to choose a small prize. Children contribute to the golden rules which they know well and follow effectively.

Staff encourage children to learn how to stay safe by engaging them in fire drills and

talking about stranger danger before they set off on outings. Some of the golden rules refer to boundaries regarding areas they can and cannot access in the shared outdoor area. Staff regularly count the heads of children as they make their way home from school to make sure they are all accounted for. Children are independent and manage their own personal needs, for example by washing their hands before they eat their tea.

The children enjoy large spacious areas both indoors and outdoors. A shed in the outdoor area serves as a storage area for the toys and most of the equipment. However, the storage systems do not make it easy for younger children to choose toys themselves and this has an impact on their ability to initiate or extend activities.

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

The club manager understands her role and responsibilities. She helps to ensure that staff have a clear understanding of how to safeguard children in their care. They are confident in the procedures for dealing with child protection issues and generally implement practices consistently. Visitors have their identity checked on arrival and sign the record book. Staff adequately supervise children indoors and outdoors to keep them from harm. When playing in the shared outdoor space they tell children about areas that are not considered safe and give them boundaries to make sure they do not go there. The process of self-evaluation has yet to be fully developed. As a result, the club has yet to identify a clear action plan with priorities for development. In addition, the views of parents and children, on the service provided and how they can improve it, have not been sought.

There are systems in place for annual appraisals and supervision, helping to identify areas where staff can improve their practice further. However, due to the fact the group has not been open for long, both of these systems are in their infancy. Staff meetings are held enabling staff to discuss any issues that may be relevant. Staff have begun to attend short training courses to help improve their professional development.

The club is in the early stages of making contact with other professionals in the schools children attend to find out how they can meet the needs of the children.

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	EY447332
Local authority	Richmond upon Thames
Inspection number	808347

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	51
Name of provider	Neena Patel
Date of previous inspection	Not applicable
Telephone number	07956554528

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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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Piccadilly Gate
Store St
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M1 2WD

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