

# St Monica Kidz Club

St. Monica Infant School, Bay Road, SOUTHAMPTON, SO19 8EZ

## Inspection date

Previous inspection date

07/02/2013

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

- The enthusiastic staff provide the children with a fun environment that complements their learning.
- Children are very comfortable at the group, enjoying a range of fun activities.
- Children feel safe within the environment; they contribute to the rules giving them a clear understanding of the expectations of their behaviour.
- The staff are fully aware of the needs of the individual child and plan activities that support their progress.

### It is not yet outstanding because

- Parents do not contribute to the group's self-evaluation in order to influence future improvements.

## 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 undertaking a range of activities both indoors and outside.
- The inspector sampled the observations, evaluations and planning documents.
- The inspector had discussions with the staff, children, parents and senior management.
- At the feedback the inspector highlighted the group's strengths and identified an area for development.

## Inspector

Amanda Shedden

## Full Report

### Information about the setting

St Monica's Kidz Club registered in 2012. It operates from St Monica's Infant School in the Sholing area of Southampton. It is one of the clubs owned by Kidz Club (UK) Ltd. The club operates before and after school and during some holidays. They are open from 7.30am to 9am and 3pm to 6 pm during term time. When operating in the holidays they open from 8am to 6pm. Children from both the junior and infant schools may attend the group.

They have the use of the pre-school room and garden, the school hall, playground and field. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- encourage parents to contribute to the self- evaluation system in order to influence decisions about future improvements to the club.

### **Inspection judgements**

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

Children are very comfortable and feel safe at the out of school club. They access a wide range of activities that capture their interest and they have fun with. The staff undertake observations on the children and engage in conversations with them. This enables the staff to plan activities that reflect the children's interests and complements experiences they receive at school.

Children arrive happy and keen to participate in the activities and resources on offer. They play well together, for instance, negotiating how to put a fort together, and contributing ideas about what the different knights are going to do. Children sit and use the dolls house, deciding together what furniture is going where, using their imaginations well. They engage in a wide range of craft activities, such as making clock faces. The effective interaction from staff helps ensure they have the confidence to write the numbers on the clock in the correct place. Children develop their hand to eye coordination as they draw round templates and cut circles out. They use their imagination as they create faces using a range of collage materials.

Children have a great time outside in the school playground, choosing from a range of resources from bats and balls to parachutes, to enjoy energetic outdoor physical play. The enthusiastic staff play with the children, promoting sharing and taking turns and making sure that all children are included if they wish to be. Staff organise games such as egg and spoon races, where children enjoy the challenge of learning to run or walk quickly, while trying to keep the object on the spoon. The praise they receive from the staff builds on their confidence and self-esteem, an important part of their personal development. Children have plenty of fun playing parachute games; they work together to keep the ball on top or run underneath, laughing and giggling as they get immersed under the material.

Each child has a key person who liaises with both the parents and school to make certain they are meeting the needs of the children. They obtain information about the child's starting points and ongoing targets, which enables them to offer the children continuity in both their care and learning.

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

The staff are good role models; they are consistent in their approach with the children, using positive reinforcement to build on the children's self-esteem. Children respond positively and take great pride in collecting stickers as rewards for their good behaviour. Children have contributed to the rules of the club so they are clear as to the behaviour that is expected of them.

Children's safety is a priority for the staff; they use written and visual risk assessments to help ensure that the areas the children use are safe. Staff regularly count the children when moving from one area to another and children know that they have to line up quietly whilst the counting takes place. This helps them learn the importance of following rule to keep themselves safe. The entry and exit procedures ensure that only person who are meant to enter or leave the room are able to do so. This further promotes children's safety.

Children have opportunities to learn about healthy lifestyles and gain increasing independence. For example, staff encourage young children to read their names and decide what they would like at snack time using pictures and words. They also encourage them to undertake tasks such as buttering crackers themselves and pouring their own drinks. Where needed the club works alongside the school to give consistency in encouraging children in their self-care skills. Children have opportunities to be physically active every day, using the school playground or the field. There are a wide range of resources which they can choose or staff may have planned a particular activity outside which they know children will enjoy. These kinds of activities encourage children to be physically active, contributing to a healthy lifestyle.

The club is held in a pre-school room, and this offers children a safe and simulating environment to play in. In addition to the good range of toys that children can choose independently, the club have further resources which are suitable for the older children to play with. They particularly enjoy some of the board games which develop their co-operation skills. Some of their work is displayed giving the children a sense of belonging however, this is an area the manager would like to develop further.

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

The staff are fully aware of the requirements of the Early Years Foundation Stage, there are clear policies and procedures in place and staff are skilled at implementing them

consistently. All staff have undertaken safeguarding training and there are effective procedures in place to follow if they had a concern about a child in their care. The management structure of the club ensures that there are effective systems for performance management. The staff are given support and guidance from senior managers and they share good practice with other clubs in the company. Staff attend regular training both in-house and external. This means they have regular opportunities to develop their skills and knowledge and make improvements to their practice.

The staff use their knowledge of the children's likes and needs to make activity plans that will interest and engage them, as well as developing their learning through play. Their knowledge and skills enable them to link each child's development to the areas of learning. They monitor the children's progress and incorporate any identified learning needs into their planning, supporting the children to progress and to complement the learning they receive at school.

The staff evaluate the activities to see if the children enjoyed them and if not why not. In addition they have undertaken a self evaluation of all aspects of the club which the children were asked to contribute to. This helped them to identify that the daily practice needed to be flexible to respond to the needs of the children. Staff demonstrate a commitment to driving improvement as in response to their evaluations they have set targets to improve the club further.

Partnership with parents and the school are positive and they all work together to support children. Staff have daily discussions with the parents who are very positive about the group. They are fully aware of the observations undertaken on their children and they value the range of activities that their children enjoy. However, although there is a comments book they have not been asked to contribute to the evaluation of the club. This means their views on how the club could be improved are not included in targets for future improvements. The staff have developed good relationships with the school which contributes to their understanding of the child's individual needs. This helps them provide continuity in children's care and complement the learning they receive at school.

### 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
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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>	EY450976
<b>Local authority</b>	Southampton
<b>Inspection number</b>	821981
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	20

<b>Number of children on roll</b>	45
<b>Name of provider</b>	Kidz Play (UK) Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02380 399870

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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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