

Ashtead Kids Club

Barnett Wood Lane, Ashtead, Surrey, KT21 2BZ

Inspection date

22/01/2013

Previous inspection date

24/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children have strong and trusting relationships with staff, especially their allocated key-person.
- Children's behaviour is exemplary because staff are consistent and fair in their use of boundaries. Older children are excellent role models to younger children.
- Children have good opportunities to develop new interests and skills.
- The foundations for children to adopt healthy and active lifestyle habits are very well supported through outdoor play, the club's involvement in nature activities with the local ranger, provision for indoor sports and cooking activities.
- The provider's well-established programme of professional development is effective in helping staff to improve their knowledge and skills and, therefore, outcomes for children.

It is not yet outstanding because

- Children's level of make-believe play is restricted by limited accessible equipment and open-ended resources.

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 inspection took place at the after school club during term time.
The inspector observed activities in the sports hall, main activities hall and the first floor cafe area. The club owner/manager joined the inspector in observing the outcomes for a group of children engaged in tent play.
- The inspector sampled the club's records and documentation and scrutinised their self-evaluation documents.
- The inspector spoke to several parents, some staff and many children, taking account of all their views.

Inspector

Amanda Tyson

Full Report

Information about the setting

Ashtead Kids Club has been registered since 2001. It is a privately owned club and offers breakfast, after school and school holiday care. The club operates from the Youth Centre in Ashtead, Surrey. The club uses a large hall, sports hall, and disabled toilet on the

ground floor. The kitchen and canteen areas are on a mezzanine level. The children's toilets are down a small flight of stairs to the basement. A public playing field and hard courts are available for outdoor play. Staff take and collect children from five local schools. They have the use of a minibus. Children attend for a variety of the sessions. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The breakfast and after school club operate Monday to Friday from 7.45am to 9am, and 3pm to 6pm for 38 weeks of the year during school term time. The holiday club operates between 8.30am to 5.30pm. There are currently 26 children in the early years age range on roll. The club welcomes children with special educational needs and/or disabilities, and children who are learning English as an additional language. A team of eight permanent staff, seven of whom hold relevant qualifications, work with the children.

What the setting needs to do to improve further

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

- develop provision for role-play further by providing accessible open-ended materials, creative media, and toys and equipment that link to the role-play theme and children's real experiences, so that they are able to engage in a higher level of make-believe play.

Inspection judgements

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

Staff make good use of observational assessment, information from parents and what children tell them to gain understanding of children's interests and abilities. This information is used effectively to support most aspects of children's learning and development well. During term time, staff set up the club environment with a range of activities and resources that link with children's individual interests and provide for them to develop new interests and skills. Children use pencils to write and draw pictures; they enjoy playing bingo and challenging staff to table sports games. Staff also provide a good range of adult-supported activities for children to choose to take part in if they want. Examples of these activities include football, drama, sewing, cooking and arts and crafts. With very good encouragement and support, children develop new skills and interests. They listen to staff who tell them about their own mistakes, then show them how they made this right. This encourages children to develop a have-a-go attitude. For example, a

member of staff showed a child how the paint colours she used to decorate her plastic ring accidentally ran into each other and how she now preferred this because it had a marbling effect. Children are inspired by this and proceed to learn through trial and error for themselves.

Children enjoy putting on drama performances for parents retelling their favourite stories, which supports their literacy development. However, opportunities for children to initiate and engage in self-directed imaginative play are not always well planned for or enabled. While children play imaginatively with small world resources, such as dinosaurs and the train set, staff do not pay enough attention to equipping role-play scenes to enable children to act out interpretations of what they know about or have experienced in real life, or to engage in exciting fantasy play. For example, staff provided a pop-up tent filled only with soft toys and two sleeping bags to represent camping. Children had no resources to make a pretend fire or to act out camp cooking. Opportunities to add technology equipment, such as two-way radios and torches, were also missed. As a result, children who are capable of higher quality make-believe engaged in only brief playful moments, such as rolling around giggling with each other.

Children attending the holiday club enjoy a good range of activities and outings that are linked to a weekly theme, often decided by the children in advance. For example, children made torches and medals and put on their own Olympic games during the summer. Children learn about nature, their local community and how technology works through exciting outings. They visit museums, woodlands, the cinema and tenpin bowling. Children attending the holiday club learn to communicate with older children who have special educational needs and disabilities using sign language. Staff promote a strong ethos of inclusion and equality of opportunity which children adopt. For example, boys are proud of their newly acquired sewing skills and girls excel on the football pitch.

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

Children are cared for in a warm, welcoming and generally well-equipped play environment. This is all the more impressive because staff have to set up and pack away every day so as to leave the premises ready for use by community youth services. Children make their own decisions about what they want to do, albeit from a choice of activities provided by staff in advance. This varies between relaxing in the cosy book corner or sometimes a sensory tent, taking part in sport, cooking or craft activities, or helping themselves to the variety of games.

Children show a strong sense of belonging to the club. They are taken to and from school by their allocated key member of staff. This provides the perfect forum for children and staff to get to know each other and develop a secure and trusting relationship relatively quickly. Children arrive at the club full of enthusiasm and are pleased to greet their friends who arrive from other schools. Children flock to the cafe where they need no reminders to use the hand gel 'to kill the germs' before politely asking for their choice of snack. Children

chat happily to each other as they energise themselves before deciding what they want to do. Children report that they love coming to the club and parents back this up with examples of what children talk about at home.

The breakfast club provides children with a healthy start to the day, which helps them to concentrate on their school learning. Children have a choice of cereals as well as toast, yoghurt and fruit. The choices of snacks offered to children after school are also very healthy; for instance, children enjoy marmite on rye crisp bread, rice cakes or wholemeal toast as well as fruit. Children enjoy a wide range of indoor and outdoor activities that encourage them to adopt healthy lifestyle habits. They go on exciting nature walks with local rangers, where they discover what they can make with mud. Children learn to climb trees, fly kites, observe birds using binoculars and enjoy snowball fights with staff. During the summer, children spend much of their time outdoors with covered areas provided by shelters and tents. Staff help children to recognise healthy food, encourage them to try new tastes, and understand about food groups through first-hand experiences such as cooking activities, going fruit picking and growing their own vegetables. Children are helped to understand how their bodies work when staff join in hospital or doctor play, and through themed activities, such as those organised during the summer holiday to link with the Olympic games.

Staff involve children in carrying out risk assessments so that they develop the ability to make informed and safe decisions for themselves. For example, on the day of the first heavy snowfall, children enjoyed snow play games outside. The following day, the weather had turned icy. Their usual twenty minute walk back from school took fifty minutes because they had to hold on to each other and walk incredibly slowly. Children learnt first-hand how slippery the pavements were. By the time children arrived back at the club, they were all aware of the dangers and were able to reason that it was too dangerous to play outdoors. Children respond well to the explanations staff give as reasons for rules or decisions. Children are shown how to use tools such as sharp knives and graters safely during cooking activities. Children confidently explain what they would do if they got lost on an outing, highlighting who they would seek help from and who they would not. Children's behaviour is exemplary. Older children are good role models and kindly include younger children in their games, often teaching them new skills, such as playing musical instruments.

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

The management team effectively secures good outcomes for children. Roles and responsibilities are clearly defined and designated to the most appropriate person. For instance, the special educational needs coordinator works with children with disabilities at times during the week and is very experienced. Children's welfare is safeguarded well and underpinned by well-thought-through policies and procedures. Staff make good use of risk assessment to identify and minimise hazards to children. Fire safety procedures are

followed meticulously, and there are carefully thought-through procedures in place for supporting children's safety on outings. Staff have a clear understanding of child protection issues and what to do if they are concerned about a child's welfare. Staff recruitment, induction and vetting processes are rigorous. Since the last inspection, procedures for monitoring and supporting staff professional development through the use of appraisals have been significantly strengthened. New staff are mentored by more experienced staff and all staff have good opportunities to develop their knowledge and skills through training. All records and documentation required for the safe and efficient management of the club are in place. Seven out of eight permanent staff hold a valid first aid certificate.

Management makes good use of self-evaluation to drive continuous improvement. The rigour with which they have targeted the recommendations of the last inspection relating to outdoor play and use of the book corner is impressive. The outcomes for children in these aspects have been improved greatly. The use of the outdoors for the summer play scheme is a particularly strong feature. The whole team, parents and children take an active role in the self-evaluation process. However, day-to-day evaluation of the success of planning, such as for role-play, is not always successful. Nonetheless, future plans include training staff in Forest School teaching, to obtain a computer tablet that enables children and staff to access information while they are out, and for parents to view photographs of children engaged in activities on the day that they have taken place.

Parents hold the club provision in the highest regard. They are particularly impressed by staff's positive behaviour strategies, the effectiveness of the key person system, and by the opportunities for children to make new friends and develop new skills and interests. The breakfast club facility is described as 'a life saver'. Parents are provided with a good level of information about all aspects of the provision. Key-workers exchange information with parents at the beginning and end of the day. The monthly club newsletter informs parents about what training staff have completed, activity plans and how children benefit from the club's inclusive approach to welcoming children with disabilities. Overall, this is a strong and effective provision that provides a highly valuable service to working parents. The team demonstrates a strong capacity to sustain ongoing improvement.

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

Unique reference number	122546
Local authority	Surrey
Inspection number	813640

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	48
Number of children on roll	62
Name of provider	Louise Di Trana
Date of previous inspection	24/11/2011
Telephone number	01372 376711 or 07956 185167

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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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