

The Hokey Cokey Club

Holmesdale CF School, Alma Road, REIGATE, Surrey, RH2 0BY

Inspection date

Previous inspection date

25/02/2013

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 club uses robust safeguarding procedures to ensure the children's welfare is promoted effectively.
- The club use strong links with the school to ensure consistent care, play and learning for all children.
- All staff have a good understanding of the early Years Foundation Stage framework and apply this well to their planning for children.
- Staff have a very consistent approach to behaviour management which enables children to manage their behaviour well.
- Children are fully involved in their learning as staff plan activities that interest them and respond to their needs.

It is not yet outstanding because

- Children do not always have access to a very wide range of outdoor play and learning experiences that cover all areas of learning in the outdoor area.
- Staff do not gather all possible information from parents to fully assess children's starting points when they very first join.

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 compulsory part 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 hall, the den and outside.
- The inspector had discussions with a parent, the staff and the children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments and policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

The Hokey Cokey Club is part of Kids Time Ltd. The club is an established out of school provision and registered under its current ownership in 2012. The club operates from Holmesdale CF Primary School in Reigate, Surrey. Currently the club serves two local schools. All children share access to a large outdoor play area within the school grounds.

The club is registered on the Early Years Register and the compulsory part of the Childcare Register only. The club operates from 3.00pm to 6.00pm term-time only. There are currently 25 children in the early years age group and 44 older children on roll. Through the autumn term the club operates a walking bus from Reigate Priory School. The club currently supports a number of children who have English as an additional language.

The club employs 11 members of staff to work with the children, of these six hold appropriate early years qualifications or are working towards a qualification.

What the setting needs to do to improve further

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

- improve the quality of information obtained from parents about the children's starting points in relation to their learning and development, to gather all possible information about things that children can do when they very first join.
- further develop the use of the outdoor areas to ensure all areas of learning are covered equally to enhance the children's outdoor experiences, for example, by providing equipment to enable children to explore the natural world around them.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage framework and implement it successfully. They spend time observing what the children can do and provide a wide range of play and learning experiences. As a result, the children are making good progress towards the early learning goals in relation to their starting points. Staff are skilled at supporting the children's play. They enable the children to make decisions and choose their own activities and games. For example, children enjoy building dens, so staff provide a selection of blankets and covers for children to create their own areas within the hall. Staff set up the hall and den into zones, so children know where everything is and can take charge of their play and learning experiences. Children can use the space freely as the environment encourages them to explore and experiment with their own ideas. This works particularly well after a long day at school because the children can be as quiet or as active as they want to be. Children attending the club continue to acquire the skills and attitudes they need for their future learning.

All children have access to writing materials, enabling them to develop their skills as they play. For example, children write their own names on their artwork, write shopping lists and take messages in the home corner. They have access to a wide range of fiction and non-fiction books that promote their interest in books and stories. Staff encourage children to persevere at tasks, such as building complicated train tracks as they develop their problem-solving skills. Staff assist the children without disrupting the natural flow of

their play. Children competently use laptop computers and are able to watch television for short periods to unwind in the comfortable television area to explore information technology. Children can also participate in physical activities; both inside and outside to burn off any excess energy after a full day in their classrooms. For example, children play football, enjoy playing musical statues and have access to the school 'trim trail' to practice their climbing skills. All children can use the outside play areas. However, staff do not always provide for all areas of learning outdoors. Children do not use the outdoor area as fully as the indoor area and activities outdoors tend to focus on physical development. Staff engage children in purposeful conversations and show an interest in what the children have to say. As a result, they develop children's spoken language well. This also develops the children's confidence as they know their ideas are valued and they are able to make suggestions about their learning.

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

All children are happy and settled during their time at the club. Children form strong relationships with the staff team and their peers. Staff spend time getting to know the children and their families. When the children first register at the club staff gather information from parents about the children's welfare needs and individual routines. However, staff do not gather full information about the children's starting points in relation to their learning and development. While staff are able to observe and assess children accurately themselves, they do not always have a full picture of things that children can do when they very first join the club.

Staff manage children's behaviour effectively. Staff have high expectations of children's behaviour. Children know exactly what is expected of them because all staff implement clear rules and boundaries consistently. The children are actively involved in managing their own behaviour. For example, children manage the size of portions at teatime to ensure all children have enough to eat. Children often remind one another of the group rules. Staff are positive role models and manage any issues involving children's behaviour calmly and efficiently. All children learn the importance of keeping themselves and others safe through discussion, daily routines and safety procedures. For example, children are able to explain exactly what happens during a fire drill. This demonstrates their awareness of the procedures to evacuate the building safely and quickly in the event of an emergency. Children also complete their own risk assessment for events and celebrations, such as, recording the possible risks during fireworks night and how they can minimise them. All children learn about the importance of healthy eating and lifestyles. Staff provide a range of healthy and nutritious snacks and meals and children talk with the staff about the types of food that are good for them. Children are developing a good awareness of their own health as they recognise when they are thirsty or hungry after physical exercise.

All children feel welcome in the group and staff work closely with the school staff to resolve any emerging issues between children. The strong relationship with the school enables both staff teams to work consistently with the parents to ensure that they fully support all children's well-being during their time at the club.

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

The club uses very good procedures to safeguard children. The staff attend safeguarding training and they know how to implement the procedures to promote the welfare of the children in their care. All children benefit from a safe and secure play and learning environment. Staff carry out full written risk assessments covering resources and all areas the children come into contact with. Staff are vigilant and ensure the premises are safe at all times, as they complete daily checks before the children arrive. All visitors are required to show identification and sign in and out of the visitors' book at the school reception and then again in the club. This ensures that staff maintain an accurate record of everyone coming into contact with the children. The club reviews full written safeguarding policies regularly to ensure all information is accurate and in line with the latest guidelines. The club uses rigorous and robust recruitment and vetting procedures to ensure all adults on the premises are suitable. The full induction programme for new staff ensures everyone is aware of their individual responsibilities.

The overall good levels of partnership working with parents are evident in the club. Staff use clear and open lines of communication to ensure children's individual needs are being met. Parents have access to their children's progress records at any time and know exactly what the children are doing, though they are not fully encouraged to share information about all things that their children can do when they first join the setting. However, parents are involved in their children's ongoing learning and are able to extend their learning at home. The club has strong working relationships with the local authority to ensure they continue to develop to improve the outcomes for children. The directors and manager of the setting work closely together to review and monitor the effectiveness of the setting. The managers seek the views of parents, staff and children to identify the group's strengths and any areas for development. The management team have working action plans in place with clear deadlines, demonstrating their strong capacity to improve.

The Childcare Register

The requirements for the compulsory 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
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		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	EY449642
Local authority	Surrey
Inspection number	811236
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	56
Number of children on roll	69

Name of provider	Kids Time Ltd
Date of previous inspection	Not applicable
Telephone number	07788 422922

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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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