

Little Hippos

Knockhall Cp School, Eynsford Road, GREENHITHE, Kent, DA9 9RF

Inspection date	28/02/2013
Previous inspection date	07/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff demonstrate how they provide a range of age appropriate activities that enhance children's learning at school.
- Staff know the importance of providing healthy meals at the club and making mealtimes sociable occasions.
- Staff check the premises on a daily basis to make sure these are safe and suitable for children.

It is not yet good because

- The labels and signs in the environment do not complement children's literacy and learning at school.

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 looked at children's assessment records and planning documentation.
- The inspector held meetings with the manager of the provision who is the registered provider.
- The inspector looked at a variety of records including policies, self-evaluations, staff training and safety records.
- The inspector held discussions with staff.

Inspector

Linda du Preez

Full Report

Information about the setting

Little Hippos opened in 2007 and operates from one room in Knockhall County Primary School. It is situated in Knockhall, Dartford, Kent. The out-of-school club is open each weekday from 7.30am to 8.45am and 3.05pm to 6pm term time only. All children share access to a secure enclosed outdoor play area. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from local catchment area. The out-of-school club owner employs three

staff to work with her. All of the staff, including the manager hold appropriate early years qualifications. The nursery currently has 16 children on roll with one in the early years age range. No children in the early years age range were present at the time of the inspection.

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 and consistency of labels and signs in the environment to support children's progress in literacy.

Inspection judgements

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

Staff know the importance of gathering useful information from parents about children's starting points, interests and routines when they first attend the group. Staff understand this helps them to plan for children's learning effectively. Records show that staff plan topics well and staff consult with children about what they would like to do at the club. The manager and her team put a lot of thought into providing interesting learning and play opportunities for children. They also state they consult continuously with children to ensure they play an active role in the planning. Children's records show how they enjoy craft activities and using their imaginations in the well-resourced role-play area. These experiences enable children to express themselves creatively after a busy day at school. Staff understand how to use toys and equipment to encourage children to develop valuable skills to complement their learning at school. For example, staff encourage children's language and communication and plan for supervised access to computers, using educational games to foster numeracy and literacy skills. Children have access to a wide variety of books in the cosy book area to support their progress in literacy. However, some of the labels and signs throughout the club are unclear and do not complement children's learning as they begin to read and write words and simple sentences.

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

A key person system is in place to help children to form strong attachments to staff. Staff demonstrate their ability to provide opportunities for children to develop positive self-esteem through well-organised indoor and outdoor activities. Through discussion, staff explain how they understand the importance of fostering children's well-being and good

health. They explain how this is encouraged throughout the group as they ensure that children wash their hands before eating and after toileting. They demonstrate how they encourage children to progress in their physical development, as they plan physical games in the outdoor area. Staff recognise the importance for children to have regular opportunities to have plenty of fresh air and exercise. Records show how children enjoy using a rich variety of equipment to try their skills in climbing, jumping and balancing. Physical activities also allow children to use the environment safely by taking safe risks during outdoor play. Through training staff have developed skills to manage behaviour very well; their caring, gentle manner means they are very good role models to children.

Regular risks assessments are undertaken by staff who are aware of the need to provide a safe and secure environment for children to play in. Resources are clean, well organised and suitable for all age groups attending. Equipment is at a low level, meaning that children are encouraged to select resources and they can be in charge of making their own decisions about what to do.

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

Staff demonstrate suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The registered provider works at the club and leads the team to implement clear and detailed policies and procedures to help safeguard children's welfare. This includes thorough recruitment and induction procedures to check that staff are suitable to care for children and have appropriate background checks. The lead practitioner for child protection attends suitable training and provides guidance and training for the staff team. As a result all staff demonstrate an appropriate understanding of the procedure to follow should they have any concerns about a child.

The staff team demonstrates a suitable understanding of children's learning and development. This is because they are experienced in working with younger children and receive quality training and supervision from the supportive registered provider.

The manager and her team staff team contribute to the overall evaluation of the club. The club has successfully responded to all of the recommendations made at the last inspection. Children and parents views also feed into the evaluation process. Consequently, many views contribute to the development of the group.

Systems to develop good partnerships with other professionals and agencies are securely in place. Staff share information with the primary school, which means the smoothness of transition between settings supports continuity for children and their families.

Appropriate systems are in place to support positive relationships between parents and staff. Parents have the opportunity to talk to staff at the end of the day.

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	EY377172
Local authority	Kent
Inspection number	905530
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 5
Total number of places	18
Number of children on roll	1
Name of provider	Olarewaju Adelusi
Date of previous inspection	07/10/2010
Telephone number	07939 521440

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

