

Kidsoosa New End

New End Primary School, Streatley Place, LONDON, NW3 1HU

Inspection date

Previous inspection date

21/03/2013

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 are happy and well settled in the club and the relationship between staff and children is good.
- The after school club provides a safe environment where children can relax or engage in a range of interesting fun-filled activities.
- Staff demonstrate that they have a suitable understanding of the needs of children in the early years age range and they provide for and support these appropriately.

It is not yet good because

- Performance management and appraisal systems are not fully in place for the manager.
- Evaluation systems are in the early stages and are not sufficiently accurate to identify all weaknesses.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's activities in the main play hall.
- The inspector held discussions with the manager and spoke to staff.
- The inspector looked at documentation relating to children in the early years age range.

Inspector

Samantha Smith

Full Report

Information about the setting

Kidsoosa registered in 2012. It is a privately run by Sports Coaches into Schools Ltd. It operates from New End Primary School, in Hampstead, in the London Borough of Camden. Children attending come from the host school and from Christchurch School. The after school club operates from 3.30pm to 6pm Monday to Friday, term time only. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club currently has 12 children in the early years age range on roll. Four staff are employed at the club and work at various sessions. The manager has a relevant playwork qualification and one member of staff is working towards a childcare qualification at level 3.

What the setting needs to do to improve further

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

- develop systems for the supervision of the manager, including coaching and training to promote effective performance management and continuous improvement.

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

- develop the systems of self-evaluation to improve the quality of the club's provision for children by using their views consistently to identify clear targets and priorities for improvement.

Inspection judgements

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

Children are happy and well settled in the after school club. They have established positive relationships with staff which enables them to feel safe and secure. Children that are appropriately supported by the key person system in place and they have appropriate activities and experiences that generally complement their experiences at school. For example, they are beginning to develop mathematical ideas, such as learning to tell the time, identify shapes and use language to describe size and quantities such as half, quarter and whole in their activities. Staff borrow favourite books from the children's

teachers to help them build on what they are learning at school. For example, children read a favourite story with staff and then have opportunities to extend this by engaging in art and craft activities based on the characters in the story.

There is some opportunity for children to make independent choices about their play. They have regular opportunities to engage in outdoor play, weather permitting, where they enjoy a range of physical activities from qualified sports coaches. Children have opportunities to be creative through the provision of arts and crafts resources such as gluing sticking and construction resources. They have space to engage in quiet activities or group games or board games, which provide them with opportunities to play together. Staff engage in the children's play, talk to them and ask them questions about what they are doing. This helps children feel valued and promotes their language skills well. Children also have access to computer games that are suitable for the age range of the children attending. Staff help children to take turns, explaining when children need to allow others to have a turn on the computer.

Partnerships on all levels are sound. Staff regularly engage with parents and there are suitable systems in place that promote positive working relationships with other professionals involved with children.

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

The after school club provides a suitable environment where children are settled and enjoy positive relationships with staff. There is a suitable key person system in place, which promotes positive relationships between staff and children. Staff have a sound understanding of their role as key person and in meeting the needs of the younger children, which they generally support well.

Behaviour is good and relationships between children of all ages are positive. Children show a mutual respect towards each other and respond well to requests from staff. Children follow the club rules and staff remind them of these if they feel the need to reinforce these. Children play co-operatively together, sharing and taking turns with the resources. Younger children confidently engage with the older children who in turn show a caring attitude towards them, which results in everyone having a good time at the club.

Children are learning about safety issues, as while they are engaged in play they receive gentle reminders from staff about keeping themselves safe. Children are reminded not to run inside and on occasion, if their play becomes too boisterous, they are calmly guided to redirect their play.

Children are developing a positive understanding about healthy living through their daily experiences. They independently manage their personal care routines; snacks are suitably healthy and information about their individual dietary needs is sought from parents and catered for.

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

On the whole, the after school club is adequately managed and safeguarding arrangements are sufficiently in place. Children's arrival and departure times are closely monitored, through the daily attendance register and there are suitable procedures in place for uncollected children. Visitors to the setting are required to sign a visitors' book and staff check their identity. Systems to assess staff suitability are adequate. The provider has evidence to demonstrate that he has seen existing Criminal Records Bureau disclosures for staff, as well as references and certificates of their qualifications. These measures help to ensure staff are suitable to work with children.

The club has adopted its policies and procedures from the local authority and staff have a suitable understanding of these. The manager demonstrates that she has some vision for the club, including managing staff performance through appraisals and one to one meetings. Staff ask the children for their views on the club and use this information to find out what they enjoy about attending and what activities they would like to see introduced. However, these suggestions are not always used well in order to compile a useful plan to improve the provision for children. There are currently no effective systems in place for managing the manager's performance and professional development. This means the manager is less confident in implementing appraisals on staff, in order to fully support their ongoing professional development alongside her own. Nonetheless, she monitors staff daily practice in order to identify strengths and areas for future training in readiness to carry out these appraisals in the future.

Satisfactory partnerships have been established between parents and staff. Whereby appropriate information is gathered from parents at the beginning of their child's placement at the club and information is regularly exchanged at the end of each day. Suitable links have also been established with the schools that children attend and there are systems in place to ensure that information concerning children is shared between them. This promotes continuity in children's learning between the club and 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 action. 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	EY454009
Local authority	Camden
Inspection number	885082
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	40
Name of provider	Sports Coaches Into Schools Ltd
Date of previous inspection	not applicable
Telephone number	07813957187

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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, which are usually the childminder's 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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