

# Faces Kids Club Brentwood

Sawyers Hall College of Science & Technology, Sawyers Hall Lane, BRENTWOOD, Essex, CM15 9DA

<b>Inspection date</b>	10/04/2013
Previous inspection date	26/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 move confidently around the well-organised and exciting premises. The environment is made welcoming, attractive and bright as practitioners display examples of the children's creative work on all of the walls.
- Children form very good relationships with their key person, other practitioners and peers. Practitioners help new children to settle well into the out of school provision by getting to know their likes, dislikes and interests at a very early stage.
- Children are very confident and enjoy expressing themselves creatively. They freely access an extensive selection of creative materials to enable them to build models, create pictures and develop ideas. They have fun using the exciting range of dressing up clothes to become and create new characters.
- Space within the out of school building is used creatively to provide children with quiet areas, creative areas and spaces to play their electronic games. Children move freely between the building and garden, enabling them to make choices about whether they play indoors or outdoors.

### It is not yet outstanding because

- The practice to support children who speak English as an additional language, by celebrating the home languages and increasing opportunities for them to view and use that language in the out of school provision, is not fully realised.

## 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 activities in all of the playrooms and the garden.
- The inspector held discussions with practitioners, the manager and children at appropriate times during the inspection.  
The inspector looked at records relating to children's personal details, children's learning and development, practitioners details including proof of their qualifications and suitability, accident and medication records, risk assessments, written policies and procedures and a selection of other relevant documents.
- The inspector took account of the views of parents seen through written comments.

## Inspector

Lynn Hughes

## Full Report

### Information about the setting

Faces Kids Club Brentwood opened in 2002, before re-registering in both 2006 and 2009. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a demountable classroom in the Brentwood area of Essex, and is managed by a private company. The out of school provision serves the local and surrounding areas and is accessible to all children. It operates from two main areas in the building and there is a fully enclosed area available for outdoor play.

The out of school provision employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above, including the registered provider who holds Qualified Teacher Status.

The out of school provision opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 9am for breakfast club, 3.15pm to 6pm for after school provision and 8.30am to 6pm for the holiday club. Children attend for a variety of sessions. There are currently eight children attending who are in the early years age group. It supports children who speak English as an additional language.

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

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

- enhance the current good practice in relation to supporting children who speak English as an additional language by celebrating the home languages of those children whose home language is different by increasing opportunities for them to view and use that language in play.

### Inspection judgements

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

Practitioners demonstrate a good understanding of the seven areas of learning and how children learn. This enables them to provide children with exciting and fun activities, which mostly follow children's individual interests. Practitioners plan daily focussed activities, with an expected learning outcome, which are available to all children. In addition to this children have ample opportunities to guide their own learning, make choices about their play and make suggestions to further develop the planned activities. Practitioners are keen and motivated, enthusiastically following children's interest. For example, the completion

of a puzzle game, which depicts characters dressed in various uniforms is brought to life, by the practitioner encouraging children to find those or similar uniforms in the dressing-up clothes. Children excitedly choose a character to become, such as a queen. Practitioners who know the range of resources well are able to efficiently provide the beautiful dress and tiara to enable this transformation. Children are interested and motivated to learn. They actively participate in both the planned and free play opportunities. For example, a challenge to create a robot from junk modelling materials is enthusiastically taken up by a small group of children. Practitioners are on hand to support this activity, ensuring that an appropriate range of resources are available, children's ideas can be facilitated and practical help is available. Children's finished products are celebrated as practitioners use the registration time to show the other children the models and ask them to judge which one is the best.

Children enjoy exploring nature and learning about how things grow. They plant a range of flowers in the spring and grow fruit and vegetables to eat and to provide food for the two pet tortoises. Children use magnifying glasses to seek bugs and worms, shrieking excitedly when they find one. They use a range of games consoles and electronic games to enhance their knowledge of technology. Children are confident speakers, chatting freely to their peers and the adults caring for them. They excitedly share their ideas with adults who use effective questioning and use of vocabulary to further enhance their language and communication skills. Children showcase their creative skills, as they participate in talent shows, drama workshops or spontaneous shows, which they devise and create themselves.

Sensitive observational assessment is used to identify children's next steps in learning and to guide planning. Practitioners are competent and knowledgeable about the children's learning styles and tailor activities to suit their capabilities. Effective planning ensures that children are provided with a rich and varied educational programme, both in the after school provision and during school holidays, when many of the children attend for long days. Parents are encouraged to play an active role in their children's learning, by viewing their development records or 'learning journeys'. Transitions between the out of school provision and the various schools the children attend are good. Practitioners communicate effectively with staff and teachers at each of the schools, sharing information informally with them about children's progress. Each child's teacher is also sent a letter, introducing their key person and inviting them to meet to share information on a more formal basis to support and complement children's learning. All children including those who speak English as an additional language make equally good progress because their needs are taken into account in planning and teaching. A number of children attending the out of school provision speak English as an additional language. Practitioners speak to parents about their home language and ask them for some key words, which help practitioners to meet children's needs. However, there is scope to further develop children's involvement and the use of their individual languages in play.

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

Practitioners effectively encourage children to develop good relationships with the adults caring for them and with their peers. Consequently, children establish good friendships,

settle quickly into the daily routines and learn to play harmoniously. An effective key person system ensures that younger children have a special person to relate to and to seek help and support from when necessary. . Parents play an active role in providing the key person with relevant information about their children's home lives, capabilities and interests. This information is regularly updated through informal discussions and review meetings, and fully supports children's well-being. Children are consistently motivated by the range of activities offered to them and show high-levels of confidence and self-control. Practitioners proficiently encourage children to become independent and to make choices about their play and learning. They use positive language, praise and encouragement to bring out the best in children and to make them feel confident, independent and special. Practitioners act as good role models, encouraging children to be kind and considerate to each other.

Children play an active role in determining risk by considering their actions and discussing practices which could be hazardous, with practitioners. They learn about what constitutes keeping safe through well-planned activities. For example, they discuss road safety, use props to bring their discussions to life and put their knowledge into practice when they walk to and from local schools and when they go out for walks. They understand that it is important to eat a healthy diet and to drink plenty of water to remain hydrated. In very hot weather, children are reminded to have a drink every fifteen minutes and have constant access to fresh drinking water. They enjoy a mid-afternoon snack, provided by the out of school management team, which always comprises of healthy items, such as raw vegetables and fruit as well as something more substantial, such as a pasta dish. Children have ample opportunities to experience fresh air and exercise, as they make choices about playing indoors or outdoors. An effective system is used to monitor who is playing where, as children and practitioners move their laminated name from the indoor chart to the outdoor one and back again as they choose which areas they want to play in. Children are well-prepared for their next stages of learning, as practitioners provide good support to help them make smooth transitions. For example, they are encouraged to become independent and confident when meeting new people. Regular visitors to the out of school provision enable children to meet people from different walks of life and backgrounds.

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

The out of school provision is privately led and managed. The registered person is also the overall manager and is on site most days. She is supported by an administrator who deals with all of the record keeping, documentation, vetting procedures and secretarial tasks. This frees the manager to use her time effectively to monitor and oversee the daily operations within the provision. Careful monitoring of the educational programme ensures that every child makes good progress and is provided with a range of stimulating and challenging learning experiences. The manager reviews the arrangements for planning and assessment to ensure that all children are progressing well, including children with identified needs.

Arrangements for safeguarding children are good as practitioners demonstrate secure

knowledge of their responsibilities with regards to protecting children. They attend relevant training and use in-house training and team meetings to review their understanding of the out of school club's policies and procedures. Robust systems are in place for risk assessing the environment, activities and outings. Effective procedures ensure that all adults working with children are suitable to do so. Procedures for the arrival of children are good. Newly implemented policies on the collection of children have tightened the provision's procedures to include late or non-collection of children. The registered person and manager endeavours to create a family-friendly and welcoming atmosphere within the provision, demonstrating clear strengths in her leadership and management.

The entire team of practitioners and management are committed to driving improvements. They achieve this by creating a culture of reflective practice and self-evaluation. All practitioners, management, parents and children are involved in the self-evaluation process, using reflection and evaluation to identify the provisions' strengths and areas for improvement. Practitioners are encouraged to enhance their professional development through appropriate training and are encouraged to bring their individual skills and interests into the provision. This enables them to take ownership of the out of school provision and to become an active member of the team. Regular appraisals and effective supervision of practitioners, ensures that the provision runs smoothly and any practice issues or concerns are dealt with quickly and efficiently.

Partnerships with parents and others are good written feedback from parents indicates a strong sense of satisfaction with the provision. Many comment on their children's enjoyment of the activities, the friendliness of practitioners and the flexibility in meeting their work and family life commitments. Practitioners have good links with outside professionals, enabling them to seek appropriate intervention for children at an early stage. They have good working relationships with the various schools they collect from. The out of school provision is supported by development workers from the local authority who visit regularly, providing advice on training, links with other agencies and information on new initiatives.

### **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

<b>Unique reference number</b>	EY398694
<b>Local authority</b>	Essex
<b>Inspection number</b>	911732
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Faces Kids Club Brentwood Limited
<b>Date of previous inspection</b>	26/02/2010
<b>Telephone number</b>	01277204018

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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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