

Frizz Kidz Club

190 Wills Crescent, HOUNSLOW, TW3 2JD

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| Inspection date | 23/05/2013 |
| Previous inspection date | 24/01/2013 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 3 |
| 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 familiar with the routines of the club, helping them to be relaxed, happy and enjoy their time at the out of school club.
- Children make satisfactory progress in their learning and development as staff provide an adequate range of activities and play opportunities for them.
- Children's behaviour is good and they play happily together. This is because the staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the club.

It is not yet good because

- The activities do not always provide enough variety to support children's interests and provide sufficient challenge.
- The use of self-evaluation and monitoring to drive improvement is not fully developed to support continuous improvement.
- Role play activities are not set out in an exciting and stimulating way to enable children to expand their imaginations.

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 the children participating in activities and the interaction between staff and children.
- The inspector reviewed a sample of children's progress records.
- The inspector had discussions with the registered provider throughout the visit.
- The inspector sampled records and relevant documentation, including that relating to the suitability of staff and safeguarding.
- The inspector spoke to parents to gain their views on the service.

Inspector

Jennifer Devine

Full Report

Information about the setting

Frizz Kidz Club is run by Fun Running Innovationz Limited. It is an out-of-school provision and registered in 2012. The club also offers holiday activities in the main school holidays. The club operates from a single-storey sports pavilion building belonging to the Old Latymerians sports club in the London Borough of Hounslow. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 51 children on roll, of these 17 are in the early years age range. Children are collected from Nelson primary school and St. Edmunds primary school which are both within walking distance of the sports pavilion. Children have use of a main playroom and an adjacent smaller room. There is access to supervised outdoor play using the grass covered sports ground. The club is open every weekday after school from 3pm to 6pm during term time only. Holiday activities run from 8.15am to 6pm on weekdays during main school holidays. The club employs seven members of staff; of whom five staff hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- improve the organisation of the learning environment so that there is a range of interesting and challenging experiences available for children so they can make their own decisions about their play

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

- improve systems for self-evaluation, to include contributions from staff, parents and children to foster a culture of continuous improvement to promote the interests of children
- increase the range of resources available to promote creative play and support children's ideas

Inspection judgements

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

Children enjoy the time they spend at the out-of-school club. They are collected from two local schools by the club staff. They all walk, fully supervised, calmly back to the club

together. Overall, staff have a satisfactory knowledge of the learning and development requirements and provide an adequate range of activities on a daily basis. This means that children are making satisfactory progress in their learning. When children arrive they know where to hang their coats and school bags and settle down by having a short relaxation time where they choose a book to read. After a snack of fruit and a drink they can choose what activities they wish to pursue. The club's staffing ratio allows children to move freely between the inside and outside areas during play environments. Although children generally settle well into their chosen play there is less emphasis from staff on ensuring the indoor environment is set out with a range of activities to support children's needs when they arrive. Children can choose toys from looking through a resource book with all the available toys listed. However this book is not always readily available to remind children of what is available. As a result, occasionally some children find it difficult to settle at an activity for very long. Children use their imaginations and make up their own games. However, staff do not plan the environment with exciting role play resources to support children to build on their ideas.

The staff make good use of developing children's writing skills and provide all children with a daily diary that can choose to complete each day. Some children thoroughly enjoy this and spend a great deal of time writing and recording details of their time spent at the club. This supports children's early literacy development well.

There is a generally good level of interaction with the staff, who offer appropriate support and involvement with the children's learning. They are interested in what the children have to say, as they talk about their day at school. Relationships between older children and those in the early years age range are positive and children play harmoniously together, sharing and talking turns. Overall, children are well-behaved and staff respond calmly and sensitively to any difficulties. The staff act as good role models to the children. The group operate a reward system called the 'thumbs up'. Children eagerly await the nominations each evening after their tea and get excited when they reach the magic '10 thumbs up', enabling them to choose a small prize. Children contribute to the 'golden rules' for behaviour at the club which they know well and follow effectively.

Staff make themselves available at the end of day for parents to discuss their children's achievements and day at school. The club is very flexible in offering places to families at short notice and this supports parents well with their work commitments. Parental comments indicate that they are very happy with the service provided.

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

Children develop warm relationships with staff in the out-of-school club. This enables them to form secure attachments and promotes their well-being and independence. There is an effective key person system in place, which helps children to feel secure. Staff use information from observations to find out what children like to do which influences planning for some activities. Children's personal, social and emotional development is fostered well and children from both schools have formed good friendships and play well together.

Staff encourage children to learn how to stay safe by talking about the importance of walking safely on their journey from school to the club. Staff regularly do a head count of the children as they make their way home from school to make sure they are all accounted for. The children have been involved in devising the 'golden rules' of the club. One of these rules is about the boundaries of the shared outdoor play area and where it is acceptable to play. This means children are learning to take responsibility for themselves and their safety. Staff are generally deployed effectively to enable them to supervise the children as there are always two staff outdoors and two indoors.

Children understand the need for good hygiene routines and thoroughly enjoy the well-organised tea time snack. This offers children the opportunity to be independent as they serve themselves food and drink. Staff are fully aware of children's allergies and medical needs and ensure that all children can enjoy a wide variety of food. Meal times are enjoyable and offer opportunities for children to talk and socialise with one another. They eagerly discuss their food preferences, which promote their understanding of healthy eating and their communication skills.

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

The registered provider, who is the manager, is clear about her responsibilities and ensures all staff have a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a sound understanding of the safeguarding policy and know what action to take if they were concerned about a child. All new staff have an induction period which ensures they are given relevant information about their roles and this includes the procedures for the safe collection of children from school and the procedures if a child went missing. Staff effectively follow the robust risk assessment procedures for checking all children are accounted for before leaving the school premises and during the walk back to the club. Most of the staff have a valid first aid qualification which means that they are able to appropriately respond to children in an emergency. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. In addition management ensures ratios of qualified staff are always met.

There are systems in place for supervising staff to help identify staff training needs. However, as the club has not been open for long these systems are in their infancy. Staff meetings are held enabling staff to discuss any issues that may be relevant. The process of self-evaluation has yet to be fully developed and as a result, the club has yet to identify a clear action plan with priorities for development. They have however begun to seek the children's views by encouraging them to self-reflect in their individual diaries and share their feedback with the key person.

Management has begun to build up links with the two schools they collect children from. Staff hold informal discussion with the teachers when they collect the children so they are

aware of their day and school and can relay any messages back to parents.

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 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

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| Unique reference number | EY447332 |
| Local authority | Richmond upon Thames |
| Inspection number | 915809 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 8 |
| Total number of places | 40 |
| Number of children on roll | 51 |
| Name of provider | Neena Patel |
| Date of previous inspection | 24/01/2013 |
| Telephone number | 07956554528 |

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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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