

Farnborough Kids Club @ Farnborough Primary School

Farnborough Primary School, Farnborough Hill, ORPINGTON, Kent, BR6 7EQ

Inspection date	17/07/2013
Previous inspection date	Not Applicable

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		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 have access to a good range of toys and resources that challenge them across all areas of learning.
- Children show a strong sense of belonging within the club because they have friendly relationships with the staff.
- Staff's successful interaction with the children ensures they gain good communication and language skills.
- Strong partnerships with parents mean staff have good details about the children and meet their individual needs well.

It is not yet outstanding because

- Children's have to stop what they are doing for snack time, which means playing and exploring time is interrupted.

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 made observations of the children while they were playing inside and outdoors.
- The inspector interviewed the manager and staff.
- The inspector held discussions with the children and parents.
- The inspector looked at a range of the club's documentation.

Inspector

Sarah Morfett

Full Report

Information about the setting

Farnborough Kids Club @ Farnborough Primary School registered in 2013. The club operates from Farnborough Primary School and has use of a room in the school. The club can use the school's outside play facilities and the information technology suite. The club is situated in the London Borough of Bromley. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club provides care for up to 16 children who attend the school's reception class to the end of the primary school year group 6. It operates Monday to Friday during term time, offering a breakfast club from 7.30am to 8.40am and an after school club from 3.10pm to 6pm. The holiday play scheme runs during various school holidays from 7am to 7pm. There is currently a team of three staff, all of whom hold childcare qualifications. The club director holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- review the organisation of snack time so that children have added opportunities and freedom to become more deeply involved in activities.

Inspection judgements

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

Children enjoy a good range of activities that cover the areas of learning well. Staff talk to parents when children first start about their individual needs, abilities, likes and dislikes. They gain permission from parents to discuss children's development with their class teacher. This means they have good information about the children's progress in class, to complement their learning at the club. They provide toys, resources and activities based on their knowledge of the children. Children arrive at the group eager to find out what is on offer, and settle quickly. They can make choices about what they play with and if there is something else they want, they can ask the staff who set this up for them. Therefore, children gain good independence.

Children thoroughly enjoy the range of experiences on offer. They can play inside or outside, enjoying the wet sand, table football and a travel agency. They explore textures in the wet sand, filling different-sized containers and making castles from the sand. This helps them to investigate volume and shapes well. They thoroughly enjoy using the computers in the information technology suite, controlling the mouse, and listening to and following the instructions. Consequently, they gain a good understanding of operating

computer equipment.

Children benefit from good interaction with staff. Staff skilfully use open-ended questions, making children think for themselves and developing their language well. They discuss ways of making things; for example, the children create a beach scene from a paper plate and other resources. One child asks a member of staff to make them a deck chair to put on the beach. The staff accepts the task but fully includes the child by asking questions, such as 'what shape should it be'? She then extends this well by talking about where the chair should go on the beach. The child replies 'under the umbrella'. The staff asks why this is, and the child replies 'so you don't get sunburnt'. The member of staff develops this even further by asking what other ways there are to keep out of the sun. They discuss how to protect themselves by using hats and sun cream. These good teaching methods challenge children well and promote their learning experiences effectively.

Staff work hard to ensure they develop positive partnerships with parents. They make strong links with children's teachers so they know where children are in their development. Daily discussions with parents support a shared approach to children's learning, as they discuss what children have done and enjoyed through the day. This means good two-way communication with parents is established and they are effectively involved in children's education.

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

Children have good relationships with the staff and seek them out to talk to and play with. The attachments are strong and children are keen to share details of their day with the staff. For instance, one child is excited about their experiences at the forest school session they attended earlier in the day. They explain to the staff about finding an insect that was having babies and what it looked like. A teacher who overhears the explanation shares photographs of the child's experience, so they can describe what happened to the staff. The staff praise children for their efforts and consequently they feel valued and gain a good sense of belonging in the club.

Staff set the play area up before children arrive so they can settle quickly. There is a good range of toys and resources for the children to play with and staff make sure that they provide a variety over the week to maintain children's interest. However, the way the routine is organised means that children have to stop what they are doing and tidy up for a group snack time. This in itself is a good experience for most children as it is a social occasion, where children talk about their day and share any exciting news with the group. However, the younger children are not always as actively involved in this. Also it means that playing time is interrupted and therefore children do not always have sufficient time and freedom to become deeply involved in activities.

Children behave well, are sociable and interact positively with one another. Staff are good role models who offer children consistent explanations about what behaviour is acceptable. They reinforce children's good behaviour with lots of praise and encouragement. Consequently, children learn right from wrong. Staff help to effectively

promote children's understanding of safety through the daily routines. They develop a good understanding of personal safety. For example, during the day a swarm of bees is seen moving across the school field. Staff make a full and thorough assessment of the outside areas before children go out to play. They explain to the children that if they see any bees they must quickly move away from the area and inform a member of staff immediately. Children take this responsibly very seriously and at one point they count seven near them so move away to tell the staff. This means children are learning to assess risk for themselves and how to keep themselves safe.

Children follow good hygiene routines, washing their hands when they know they are dirty and before they eat. Children enjoy a light tea in the evenings. Staff nominate a tuck monitor who takes the children's orders. For instance, they are offered a choice of cheese and ham wraps and children can decide if they have one or both. This helps them to make healthy choices. Children learn about healthy lifestyles through good activities and routines.

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

Good procedures are in place to ensure children are cared for in safe and secure environment. There are thorough risk assessments for all the areas children play in and staff check all areas before they are used. The staff work closely with the school premises manager to maintain a high standard of safety for all children. This means children play in a safe and secure environment. The staff have a good understanding of the safeguarding and welfare requirements. There are comprehensive policies and procedures in place that help staff to protect children in their care. Staff know what to do should they have a concern about the welfare of a child. They have access to clear procedures and contact details of the local children's services. This means they can act promptly in the event of a concern.

The leader of the club has good systems in place to ensure all staff are vetted. This means she is sure that they are suitable to work with the children. There are effective systems in place to monitor staff performance, including annual appraisals. As there is a small team, staff work very closely together to reflect on the service and evaluate where their strengths and weakness are. They have completed a comprehensive self-evaluation form, which demonstrates their commitment to maintain continuous improvement and move the service forward.

There are strong links with the teachers in the school. Staff have copies of the targets for children and use these effectively in their planning. Staff speak to parents about their views and children are able to express their likes and interests through discussions with the staff. They use questionnaires to seek parents' views, also sending home a child's version, which uses smiling or frowning faces to show the level of children's like or dislike of a particular activity. Parents spoken to state that they are happy with the care the club provides. They say staff share good information with them about their children and feel

included in children's care and learning.

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

Unique reference number	EY459045
Local authority	Bromley
Inspection number	902347
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	16
Number of children on roll	10
Name of provider	Farnborough Kids Club Limited
Date of previous inspection	not applicable
Telephone number	01689 853295

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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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