

# Star Kiddy Club

Christchurch Hall, Shooters Hill, LONDON, SE18 3RS

## Inspection date

Previous inspection date

01/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Staff form positive relationships with children, who demonstrate they feel confident and valued whilst in Kiddy Star club.
- Staff place emphasis on fostering children's personal, social and emotional development. Consequently, children increase their independence and display a strong sense of belonging.
- Staff encouraged all children to be active outdoors and plan enjoyable learning experiences according to children's interests. This ensures all children are fully involved and make good use of what is available.
- Relationships with parents and carers are good and links with the host school are well embedded to help support the continuity of care and learning for each child.

### It is not yet outstanding because

- Staff are not consistent in how they ask questions that encourage children to think critically and develop an understanding of the consequences of their actions.

## 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 the hall and outdoors.
- The inspector held meeting with the manager and registered person.  
The inspector looked at children's assessment records, evidence of suitability of practitioners working within the club, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Marvet Gayle

## Full Report

### Information about the setting

Star Kiddy Club registered in 2013. It operates from the church hall of Christchurch on Shooters Hill, in the Royal Borough of Greenwich. The before and after school club has the use of the main hall, kitchen and toilet areas. There is a large fully enclosed outside play area. The before school club is open Monday to Friday from 7am until 9am and the after school club is open from 3pm until 6.15pm, term time only. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are 30 children on roll, of these, five are in the early years age range. There are five staff working with the children. The manager and two staff hold appropriate level 3 qualifications. All staff are qualified first aiders.

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

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

- increase staff questioning techniques to further develop children's critical thinking skills.

## Inspection judgements

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

A clear routine and good planning offers children an enjoyable and varied learning experience. They benefit from freely chosen activities which complement their school day. Staff know the children well and plan for their individual needs, likes and interests, and therefore all children enjoy their time at the club. For example, children of different ages play well together with some mannequin heads, sharing the brushes and working cooperatively. They were talking and listening to each other. This develops their social and communication skills.

There is a good range of exciting and stimulating opportunities for children to easily reach and choose for themselves. Children take part and enjoy learning about themselves during an activity to make a self-portrait. They discuss each other's facial features, the shape of the face and the colour of the eyes. Staff ask children questions to encourage their observations, however, at times these questions only encourage a one word answer. Children choose books that they want staff to read to them. Staff talk about the pictures and colours with the children encouraging their observational skills and mathematical language.. Children enjoy each other's company and happily sit together, taking part in the various activities on offer. Children can choose to play independently, and some children enjoy building with construction materials whilst others like participating in role-

play activities, such as the mannequin. This helps them improve their physical skills, alongside development of their imagination and early reading skills. Outside children can develop their physical skills further through playing football.

Staff demonstrate their understanding of children's learning as they talk about what individual children can do and their interests. They use this information to inform their planning to provide activities that children like and that will help them continue to make good progress in their learning. Children's communication and language is supported well by staff who are knowledgeable and use a wide variety of communication methods to support children in understanding, speaking and listening. However at times staff tend to lead children by telling them what they should be doing rather than asking questions to get the children to think and decide for themselves. For example, during the portrait activity the questions generally require one word answers. In addition, whilst lining up children are asked not to jump up and down. However, staff do not always explain they may slip or hurt a friend nearby or encourage them to think of the consequence of what they are doing for themselves.

The manager and staff engage with parents constantly, helping to meet children's individual needs. This promotes a cohesive approach to children's learning between the club and parents. Signing in forms inform staff of how the child was at home and the days the child will be at the club. The daily information sharing contributes to consistency and positive outcomes for the children attending.

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

The staff team provide a friendly and inviting environment for all the children attending the club. Consequently, children's self-confidence is fostered to a high level and they show their delight and anticipation as they are safely escorted from the school reception area, or club mini-bus, to the hall. Each child is allocated to a member of staff who is their 'key person'. Children settle extremely well because their key person and the other staff present are sensitive to their individual needs. They provide lots of activities to help children and adults get to know each other. Children from different schools have opportunities to mix together in the club and this helps the children understand the importance of being together and respecting each other. Staff told the children to walk on the floor with shoes as the floor is slippery and they could fall, supporting the children's understanding of how to keep themselves safe. Staff conduct regular risk assessments to ensure the environment is safe and enable children to move safely and freely around.

Staff are highly skilled and qualified, ensuring that children are kept comfortable and safe, while enjoying the range of activities on offer. They respect and value each child as unique and skilfully tune in to meet their individual needs. Children are confident as they play and explore the environment, both inside and outside. Through this self-exploration children are suitably challenged and are learning to manage their own risks. Strong relationships and attachments between children and staff mean children show their emerging self-assurance and happily ask them for support when necessary. Children's behaviour is managed in a way that promotes positive and safe outcomes. Information

regarding adverse behaviour is always shared with parents and carers. This benefits children because of consistency and clarity between the home and the club. Staff encourage children to be independent in tidying objects away, or whilst taking off and putting on their shoes. Staff are deployed well to ensure children benefit from the many activities. The high staff ratios and effective staff deployment mean that children can make individual choices about where they would like to play because staff can supervise all areas.

Children are supported in learning about healthy eating options at tea time which consist of a cook meal. Children's social skills are developed as they sit alongside staff and each other and chat together while having their tea. Children have a wide variety of opportunities to develop their physical skills and learn to appreciate the importance of exercise. This ensures children's health and understanding of healthy eating is promoted.

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

The management team have a high level of knowledge and understanding of the Early Years Foundation Stage areas of learning and development. The manager and staff are well qualified and skilled professionals. This ensures a high quality, fun and inclusive club that operates efficiently and ensures that children's safety and welfare are met.

Safeguarding of children is highly effective because Staff are well trained and fully understand the child protection procedures and what they would do if they had a concern. This helps to keep children safe. Staff all have a valid first aid qualification and are aware of what to do in the event of an accident. Policies and procedures are well written and on display on the notice board. Staff complete induction sessions so that they are all familiar with any relevant information, documents, policies and procedures. They are each provided with a pack containing all the necessary information to support the efficient management and operation of the club. Management complete supervision and appraisal sessions and use these to support staff's professional development.

Risk assessments are extremely robust and cover all areas and activities. The manager ensures that when staff transport children on the mini-bus they have a copy of the risk assessment with them, which helps them further identify potential hazards and minimize risk. Recruitment and on-going support processes are very thorough and robust. All staff complete suitability checks and references are taken up before commencement at the club. This means that only staff who are suitable work with the children are present and this helps keep children safe. The manager and staff speak to parents on a daily basis and work closely with parents and carers to ensure that the club meets their needs as well as the needs of their children..

Parents receive detailed information about the club and its policies, and are kept up to date about their children's time at the club. Parents and carers spoken to on the day of the inspection are complimentary about the service offered and that their child likes attending. The club also works effectively in partnership with the school children attend

and this results in a cohesive approach and supports their 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

<b>Unique reference number</b>	EY462480
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	912645
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Star Kiddy Club Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0207 2778700

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

