

# Little Chicks After School Club

Downs Lawn Tennis & Social Club, 50 Holland Avenue, SUTTON, Surrey, SM2 6HU

<b>Inspection date</b>	04/10/2013
Previous inspection date	29/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 work closely with parents to support children's wellbeing and development.
- Management have successfully addressed the actions and recommendations from the last inspection to help improve outcomes for children.
- Children are settled, happy and have good relationships with staff, which helps them feel secure and behave well.
- Children play well together and follow the club rules. This supports their feelings of safety and security well.

### It is not yet outstanding because

- The staff do not promote all possible opportunities to share children's learning between the club and other settings that children attend.

## 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 main room and outdoor area.
- The inspector sampled documentation including policies and procedures, the suitability of staff and children's records.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.

## Inspector

Jane Bull

## Full Report

### Information about the setting

Little Chicks After School Club registered in April 2011. It operates from a Sports Club hall with toilets and a small kitchen area, on the ground floor of the Downs Lawn Tennis Social Club in Sutton, Surrey. There is an outdoor play area used under the close supervision of staff. It is open each weekday from 3pm to 6pm Monday to Thursday, and from 2.15pm to 6pm on Fridays, during school term time only. Children attend for a variety of sessions. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children attending who are in the early years age group. The setting employs six members of staff, five of whom hold relevant childcare qualifications.

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

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

- further develop information sharing with other settings that children attend, to provide more cohesive shared learning opportunities.

## Inspection judgements

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

The after school club staff demonstrate a secure understanding of the Statutory Framework for the Early Years Foundation Stage. This means they know how to provide appropriate activities to help the children to make progress in their learning and development. For example, they provide wooden train tracks to help develop children's physical and mathematical skills. Staff know when to let the children play undisturbed and when to intervene. As a result, children develop their self confidence and esteem. Activities such as mark making, craft and board games are easily accessible for the children to choose indoors and outside. This means that all children can make their own choices as to what they would like to play with and where. Staff encourage children to use a toy post box, placed at the club entrance, to post their ideas and comments. This actively involves children in the club's development. Staff interact well with the children as they play, by asking them questions and showing them what to do during activities. This helps to improve children's knowledge and thinking skills and progress their learning. Staff actively listen and respond to what children tell them. This helps the children to feel valued and effectively develops their communication and language skills. Staff act as positive role models, valuing each child as a unique individual. This means they are supportive and attentive to children's differing needs.

Staff further children's interest and enjoyment of books and literacy by reading to them. This helps to increase the children's vocabulary and understanding. Children enjoy playing with board and card games together. They learn to behave appropriately and get along with each other well. These skills are essential in supporting their positive attitudes towards learning when they are at school. Children enjoy activities such as tennis, ball games, climbing and running in the outdoor area. This means that children have plenty of opportunities to be physically active.

Staff liaise with parents regularly to find out about each child's background and share information when they start at the club. This helps the children to settle quickly because staff know and meet their individual needs. Staff record children's interests and progress by making observations of them as they play, which effectively helps them identify their next steps in development. This means that staff are able to provide activities that target children's individual learning needs. Staff evaluate the activities they provide so they can see what children are gaining from them and if they need to repeat them to support understanding. Staff work collaboratively with parents and the school the children attend, by sharing information about their learning and developmental needs. This gives the children continuity of care and supports their transitions in school well. Parents comment positively about the club and say how happy their children are there. Parents and staff share feedback informally at the end of the day on children's time in the club. This illustrates the strength of partnerships with parents.

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

Staff provide a caring environment and the children form secure attachments with their key person. This helps children's well-being and independence. Children are happy and enjoy being at the club. The key person system is effective in making sure each child receive individual attention from their supporting adult. Children confidently to talk to staff about what they are doing at school. Parents comment that their children are so happy in the club that they are sometimes reluctant to leave. This demonstrates that children feel safe and secure. Staff have good processes in place for new children which helps them to settle in gradually, relax and feel confident.

Children behave well, show respect for each other and understand the behaviour rules. For example, when children play outside they know they must not go past the area marked by bunting without adult permission. This helps the children to develop positive behavioural skills. Staff remind children of the club rules at circle time and display them on the wall. As a result, children learn how to keep safe and to be kind and considerate towards each other. Children walk from school to the club holding a walking rope with rings and wear fluorescent caps. This helps children to learn about road safety and feel part of the group. It also helps staff to keep the children together and supervise them. Staff further promote children's safety by completing risk assessments to help identify and minimise potential hazards. Children keep safe by practising regular fire drills, which the staff record and evaluate. This allows the children to learn what to do in the event of an emergency. Staff are able to take appropriate action in the event of an accident and hold appropriate paediatric first aid qualifications. Children enjoy taking small but safe risks.

such as when playing with hoops and chasing games. This helps them to develop a secure understanding of safe practices.

Children put their bags and coats in individual labelled boxes around the edge of the room, when they arrive at the club. Consequently, this helps children develop their independence for when they are at school and for their future learning. Children are able to move between the indoor and outdoor areas freely. This helps children to learn about the importance of fresh air and a healthy lifestyle, and to become independent. Water and fresh fruit are available for the children to eat throughout the session. Meal-times are friendly occasions when children can chat happily together. Children enjoy a good range of home cooked nutritious food, which take into account their allergies and specific dietary needs. Staff help children to learn about their personal hygiene by reminding them to wash their hands before eating. Children use separate paper towels and antibacterial soap. This effectively helps the children to understand how to become independent in their hygiene.

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

The staff and management have a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They effectively use their training to further support children's learning. They clearly understand children's development and offer the children good learning experiences. Staff record observations and children's achievements well. These show that the children are making good progress in their learning and development.

The staff and management understand their roles and responsibilities regarding safeguarding children. Management make sure all adults working with children undergo rigorous vetting to check their suitability. Staff undergo effective levels of training when they start to work at the club. This means they clearly understand and follow child protection procedures to help safeguard children. Staff wear identity cards with their photograph for added security, which helps ensure a safe environment for children to play and learn in. Management use an effective safeguarding procedure and know to report any concerns they have to the relevant authorities. Actions from the previous inspection relating to safeguarding have been fully addressed. This helps the club to bring about positive improvements in their provision. Additionally, the club values the useful support from the local authority and have made large improvements since their last inspection. There are processes in place to tackle areas of weakness and this promotes positive outcomes for children.

Management lead a close staff team who work together well. Regular staff meetings and appraisals of staff by the manager help them to feel part of the club. This means that staff are happy in their work and children benefit from a stable and consistent staff team.

Since the last inspection, the club has made links with other settings that children attend to offer continuity of care. However, these do not promote all possible shared learning

opportunities to thoroughly underpin the best continuity in children's learning experiences. Partnerships with parents are strong and questionnaires provide the management with parents' views about the club's provision. These good working relationships help to provide positive outcomes for children and support their individual needs. For example, staff help children with their homework if parents request this. Staff provide parents with good verbal information about their children's achievements and welfare at the end of the day. Display boards, newsletters and open evenings also help the club and parents to share information. Parents are able to access policies from the folder in the main room. Parents comment positively about the club, saying they are 'really pleased' with the care staff give to their children.

### **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>	EY426160
<b>Local authority</b>	Sutton
<b>Inspection number</b>	816608
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Fiona Hoskins and Elizabeth Cooper Partnership
<b>Date of previous inspection</b>	29/09/2011
<b>Telephone number</b>	0208 6423019

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

