

Kids Space After School & Holiday Club

Alexandra Junior & Infant School, Western Road, LONDON, N22 6UH

Inspection date	14/10/2013
Previous inspection date	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

- Children's personal, social and emotional development is a high priority. Children are happy and confident during their time at the setting.
- Effective behaviour management strategies help children to play cooperatively, share and behave in a polite and respectful manner.
- Children enjoy the planned activities because the staff know what they are interested in.

It is not yet outstanding because

- Staff do not always offer enough choice within activities to invite children to extend their thinking and imaginary skills.
- Children have fewer opportunities to develop their independence and self-help skills at snack time.

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 and followed the progress of two children.
- The inspector carried out an observation of a specific activity with a member of staff.
- The inspector looked at a selection of policies.
- The inspector talked to four parents and most staff.
- The inspector observed snack time, indoor play and outdoor play.

Inspector

Rosie Bloomfield

Full Report

Information about the setting

Kids Space After School & Holiday Club Ltd registered in 2013 and is privately owned. It operates from a large hall and classroom within Alexandra Primary School in Wood Green, which is in the London Borough of Haringey. The club also has the use of the school second hall and a playground. The after school club operates Monday to Friday between 3.20pm until 6pm during term time. The holiday playscheme operates during the school holidays between 8.30am and 6pm. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Both the after school club and holiday playscheme provide care for children aged from four years. The after school club is for children who attend Alexandra Primary School, St Michael's C of E Primary School and St Pauls RC Primary School. Children are collected from their school and walked to the provision. The holiday club is open to all children in the community. There are currently 55 children aged under eight years on roll in the after school club. Numbers of children attending the holiday club fluctuate. Children age over eight also attend. Both clubs welcome children with special educational needs and/or disabilities, and children who are learning English as an additional language. The club employs eight staff in total. Two staff hold a level 3 qualification and two hold a level 2. All other staff are working towards a minimum level two qualification.

What the setting needs to do to improve further

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

- offer more choice of resources within activities to allow children to extend their imaginations and thinking skills
- increase children's independence, for example, by allowing them to prepare and serve their own snacks.

Inspection judgements

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

Children happily come into the setting. They are excited to share their news with the staff, who greet them warmly. As children arrive from other schools, they are greeted by their peers who are pleased to see them. Children are familiar with the routines and move between rooms with ease. They independently choose from a range of activities and who they want to play with. As a result, children initiate their own learning and enjoy

socialising with friends. Staff attract children's attention by clapping a short rhythm until all the children respond. For example, if the noise levels are too high or if staff need to tell the children to tidy up. The children sometimes start the clapping themselves when they feel it is too noisy and staff join in. This shows children are clear about the rules and confident in the setting.

Activities are planned with children's interests and abilities in mind. The key persons plan activities using their knowledge of the children and information shared by the schools about what the children have been doing. For example, the children have been learning about colour and shape. As some of the children enjoy painting, an activity has been planned that allows them to mix colours and predict what colour these will make. In addition, children are invited to choose a shape stamper and print using their mixed colour. This enables staff to work closely with the schools to extend children's learning and development while sustaining their interest. Staff are always on hand for key children and give reassurance as needed. They encourage children to take part in activities when they appear a little unsure. For example, when a child at the drawing table was trying to sharpen a crayon, staff showed how to do it and then allowed the child to try themselves. Staff offered lots of praise and encouragement, promoting positive self-esteem as well as providing an opportunity for the child to develop their fine physical skills.

Communication and language is supported in a variety of ways. For example, the children eat snack sitting in groups at tables, chat to their peers. Children also have access to small world toys, such as animals and vehicles. They use their imaginations and are able to move freely between activities. Staff have a good awareness of the whole group. They are aware of when to leave children to play on their own and when to join their play. As a result, children are confident and independent in making their choices. There is generally a range of equipment and activities that the children can access. However, there is limited choice within most activities to allow children to extend their imagination and thinking skills.

Parents are encouraged to share information about their child before they start. This enables staff to plan activities that are familiar to the children, which helps them settle and gain confidence in playing either alone or with their peers. Parents receive information about their children's day. The links formed between those involved in the children's care helps to promote continuity in the children's learning and development.

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

The consistent staff team helps to ensure that children develop a sense of security and belonging. Their move into the club is well supported and new starters settle quickly. This is because staff take account of information provided by parents about children's individual care needs. Children follow rules and are very polite, consistently using good manners, such as please and thank you. They are encouraged to share and the older children are reminded not to take over activities. In addition, a 'buddy' system is incorporated into the club ethos so that new children settle well and feel secure. Children follow routines with minimum staff input and are happy to help out, helping to develop their self-confidence.

Children's key persons are always on hand to offer comfort and reassurance. As a result, children's personal, social and emotional development is well supported in the setting.

Children are well safeguarded because staff have a good understanding of how to protect them. Children's understanding of safety is well promoted because boundaries are clearly explained to them. Staff use consistent strategies for the whole group to get children's attention and remind older children to let the younger children join in their games. Positive behaviour is a high priority for the club and this is evident in the consistent strategies and realistic expectations staff have for the children. This helps them to learn about what is acceptable behaviour and supports their understanding of how to manage their own behaviour. Children are taught about keeping safe. For example, children are encouraged to think of their own safety when walking to the after school club. Each day, staff choose a 'star walker'. The children wear their badges with pride.

Staff ensure that children are supported to develop a sound understanding about the importance of a healthy lifestyle. They have opportunities for active physical play either outdoors, where they have access to footballs and space to run, or indoors where they have access to climbing equipment. Children are encouraged to stay healthy as they wash their hands before snack and are given a choice of healthy foods. Fresh drinking water is always available for them if they are thirsty outside of snack time. However, children's independence and self help skills are not further promoted as they do not have opportunities to prepare or self serve their own snacks.

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

Recruitment procedures are robust. All staff are suitably vetted, resulting in children being effectively safeguarded. New staff receive a thorough induction to make sure that they are supported to understand their roles and responsibilities. The manager has a good understanding of the Statutory Framework for the Early Years Foundation Stage to ensure all welfare requirements are met. Performance management is monitored and staff have a clear understanding of their roles and responsibilities, resulting in the children having good quality care. Professional development is encouraged and highlighted through regular supervision and appraisals. Staff have a good awareness of child protection and safeguarding procedures. They have attended relevant training and know how to report concerns they may have about a child in their care. Children are protected in the event of an accident as most staff hold current first aid qualifications.

The staff team provide a friendly environment in which children are able to learn through play and exploration. Staff attend regular staff meetings where they discuss and reflect on practice. Staff are provided with frequent supervision as the manager regularly observes activities and evaluates them, feeding back to staff. Staff are provided with regular appraisals. This ensures their professional development is supported through identification of potential training needs. This has resulted in some unqualified staff being enrolled on a course to gain an appropriate qualification. Self-evaluation identifies areas for development, as well as strengths as it takes account of the views of staff. Parents and

children are invited to evaluate the provision via an annual questionnaire and informal discussion.

Good partnerships are forged with parents. Parents speak highly of the setting and tell of how well their children have settled and how they enjoy attending. They have the opportunity to share information about their children before they start and receive information from staff about their children. Parents report that they feel their children are safe and well cared for while at the club. The manager has good relationships with other professionals, such as teachers. This helps when sharing information about individual children and being able to meet their needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY460774
Local authority	Haringey
Inspection number	910930
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	67
Name of provider	Kids Space After School & Holiday Club Ltd
Date of previous inspection	not applicable
Telephone number	07921526877

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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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