

Frizz Kidz Club

190 Wills Crescent, HOUNSLOW, TW3 2JD

Inspection date

22/10/2013

Previous inspection date

23/05/2013

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 benefit from a range of outdoor experiences that offer challenges appropriate for their age. This means they are being supported in making progress in their physical development through their play.
- Children behave well, are aware of the setting's boundaries and routines and work in partnership with each other and adults as they undertake daily tasks.
- Staff have a sound understanding of safeguarding issues and the steps to take if they are concerned about children's welfare or the suitability of adults.
- Children are provided with healthy snacks, meals and drinks that they enjoy.

It is not yet good because

- Staff do not consistently plan a good range of activities based on children's needs and interests to support their learning through play.
- Staff do not always purposefully engage with the children and so miss opportunities to extend each child's learning and development.
- Staff do not make good use of risk assessment to identify and minimise risks to children in the environment to help them keep safe.
- The staff team does not use self-evaluation effectively or seek the views of parents and children to identify strengths and areas for improvement in the quality of the provision.

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 spoke to the manager, staff and chatted to children and parents during the inspection.
- The inspector looked at the setting's policies and procedures, including safeguarding, and staff files and children's records.
- The inspector observed the interaction between the staff and children as they played in the inside and outdoor play area.
- The inspector conducted a tour of the premises and viewed the equipment and resources available to the children.

Inspector

Mauvene Burke

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 and a breakfast club. 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 68 children on roll. Of these, six 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 before and after school from 8am to 8.45am and 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 five members of staff. Of these, four 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:

- plan and provide activities based on accurate assessments of children's learning and ensure that these meet their individual interests
- take action to minimise the risk to children in relation to the window in the main playroom and ensure effective procedures are in place to assess and minimise other potential hazards to children
- foster a culture of mutual support, teamwork and continuous improvement by introducing a rigorous process of self-evaluation to effectively identify strengths and weaknesses in the provision; take account of the views of staff, children and their parents and develop a clear plan for improvement.

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

- develop ways in which staff can make the most of teaching opportunities as children play, in order to extend children's learning and development.

Inspection judgements

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

The manager and her team have a satisfactory knowledge of the Early Years Foundation Stage framework and are generally aware of how to promote the learning and development of the children. Children enjoy their time at the setting, they are occupied throughout the session and their play is purposeful and mainly child-initiated. Children spend a considerable amount of time in the outdoor play area where they enjoy physical play, which involves challenging and risk-taking activities, such as climbing to the top of the climbing tree and playing football. The staff plan activities but do not currently fully take into account children's individual needs and interests when they plan so the activities are purposeful for each child and help them gain new skills.

Children are active learners and enjoy activities such as searching the field for different sized conkers. They anticipate what they will find inside the conker casing and show delight in stepping on the conker shells to see what is inside. The children are totally engaged in their play as they look for conkers while at the same time discovering other natural items such as insects. At times, staff join in, engaging with children and encouraging them to listen and take turns. However, staff's interactions and knowledge of how to support children's learning during play is not always effective. This means that children are not consistently provided with a challenging environment, which supports and extends all areas of their learning and development.

Children's understanding of diversity is promoted in this setting as they learn about different religions and cultural events. Evidence of children's expressive art and designs are put up on display around the hall, such as their painted henna handprints they made during their celebrations of Eid. The setting has increased their range of resources to promote children's creativity and their expressive arts and design skills. For example, children have regular access to paints, crayons, chalk, recycled modelling materials, glue and other media. Children make appropriate progress in their personal, social and emotional development as they engage in play with one another. Children show increasing skill at using wheeled toys and have lots of fun as they compete against each other during running games. Staff teach them how to use the outdoor equipment safely, such as the climbing tree. This supports their physical development and helps raise their awareness of how to keep themselves safe.

Parents are welcomed into the setting and are asked to complete a form with their children to identify their children's interests and learning needs. From this, staff plan to improve the provision of a suitable range of activities tailored to meet the individual needs of the children.

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

Children arrive at the setting happily and demonstrate they are familiar with the 10 minute 'chill-out' session in place to help them to calm down and relax before engaging in their chosen activities. Children have developed positive relationships with their key person and with other staff and their friends. As result, they settle quickly, behave well and form secure emotional attachments. Staff obtain some relevant information from parents about their child during the initial registration. This supports children's transition into the setting.

Through daily routines children learn to independently manage their personal care needs, such as washing their hands before eating. This promotes their understanding of appropriate hygiene habits. Children's health is suitably promoted as staff provide a healthy range of foods for their snacks and evening meal. Children have a choice of juice, milk and water which are readily available or accessible to children. Children help themselves to these throughout the session, for instance, when they become thirsty after running about outside.

Staff teach children about staying safe through daily routines and discussions. For example, they regularly practise the evacuation procedure to ensure that children know what to do in the event of an emergency. Children benefit from having direct access to outdoor play space, where they enjoy lots of physical exercise in the fresh air. They have plenty of opportunity to play in the fresh air as the outside area is always available to them and equipment and organised games support their physical development.

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

Staff demonstrate a sound knowledge of the setting's safeguarding procedures and what to do if they have concerns about children's welfare or adults who have access to children. The manager is also fully aware of the need to notify Ofsted of any significant events, in line with the requirements of the Statutory Framework for the Early Years Foundation Stage. Suitable procedures for recruitment and vetting are in place, which helps to ensure that all staff are suitable to work with children. Staff receive supervision and appraisals to support their professional development. This means they are able to develop their knowledge and skills to help them fulfil their roles, and to ensure they have sufficient knowledge of how to safeguard and promote the welfare of children in their care. Staff carry out daily risk assessments of the indoor and outdoor environment to identify potential risks to children. However, they do not always use these accurately or effectively in ensuring all hazards to children are minimised. For example, staff have not ensured that the window in the playroom is safe. This means that, although staff supervise children, there is a potential risk of falling through the window when it is open. This compromises children's safety.

The manager is in the process of developing ways in which she can monitor the educational programmes alongside her staff team. This is to help to ensure that children have access to a range of resources to cover all areas of learning and to meets their individual interests. However, self-evaluation is still in its infancy and is not used entirely effectively by staff to identify all strengths and areas for improvement to ensure continued

and systematic progress in the future. This was an area for improvement identified at the last inspection and continues to be an area for development, to improve the quality of the provision and outcomes for children. Nonetheless, some improvement has been made since the last inspection. Some resources are now more easily accessible to children as the manager has reorganised the way some of the arts and craft material are stored. This enables children to make their own choices as to what they play with.

The staff encourage a general two-way flow of information with parents, which is mainly done through e-mail and text messages. They also share information verbally each day with parents about their child's daily activities. Parents are provided with a range of written policies and procedures. This helps to ensure they are informed of the care and learning provided for their children. Parents spoken to say they are happy with the setting because their children enjoy coming here. They say the children are sometimes reluctant to leave when they come to collect them because they are busy playing. The staff recognise the importance of working in partnership with other early years providers in order to ensure continuity and consistency in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- undertake a risk assessment immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	EY447332
Local authority	Richmond upon Thames
Inspection number	935872
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	64
Name of provider	Neena Patel
Date of previous inspection	23/05/2013
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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Piccadilly Gate
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M1 2WD

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