

# The Hokey Cokey Club

Holmesdale CF School, Alma Road, REIGATE, Surrey, RH2 0BY

## Inspection date

04/11/2013

Previous inspection date

06/09/2013

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Met

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	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children develop good relationships with staff and each other. Staff members respond to children well, which enables them to fully support children's individual needs and desires.
- Staff create a very welcoming and relaxed out of school environment and children obviously enjoy their time spent at the club.
- The club environment is clean, bright and welcoming and children access a good variety of toys and resources. This enables children to create and follow their own thoughts and interests.
- Strong partnerships are established with parents and other professionals to promote continuity of care and support for children's learning.

### It is not yet good because

- The club's safeguarding procedures are not always fully complied with resulting in the provider's failure to notify the appropriate agencies of a significant event.
- At times the club does not always have the required levels of qualified staff on duty.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector made observations of staff members interactions with children in the indoor environment.
- The inspector sampled and examined the club's policies and procedures which included staff suitability records, safeguarding procedures and risk assessments.
- The inspector took into account the views of children and a parent spoken to on the day of the inspection.

## **Inspector**

Janet Thouless

## Full report

### Information about the setting

The Hokey Cokey Club is one of two out of school provisions owned by Kids Time Limited. The club is an established out of school provision and registered under its current ownership in 2012. The club operates from Holmesdale School in Reigate, Surrey. Children have access to the school hall, classroom, a large outdoor play area and a area of woodlands within the school grounds. The club is registered on the Early Years Register and the compulsory part of the Childcare Register. Sessions are held each weekday from 3.05pm to 6.00pm term time only. The club welcomes children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 26 children on roll in the early years age group. For the first two weeks of the autumn term the club operates a walking bus from Reigate Priory School. The club employs 14 members of staff, including the registered provider. The registered provider holds a Foundation degree, one member of staff holds qualified teacher status, other members of staff hold appropriate early years qualifications or are working towards a qualification.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure outside agencies with statutory responsibilities to safeguard children's welfare and Ofsted are notified of any significant events that take place
- ensure that a least half of all staff on duty in any one session holds at least a full and relevant level 2 qualification.

### Inspection judgements

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

Children are happy in the club; they know what they can do and where to find what they want. A wide range of activities and games are available for them to choose from which cover all areas of learning and a wide variety of skills. This means there is always a good choice for children and their varied interests. For example, some like to be creative, drawing and painting fire work displays, others like to create models using recycled resources while others prefer more physical play outside. Children are eager to enjoy their play because staff seek their views on the types of activities they would like to do. This results in children building dens using a variety of equipment such as large blocks, covers and cushions. They gather inside shining torches, discussing the many patterns the light creates. Staff support children well, joining in with their games and showing an interest in what they are doing.

Staff are aware of each child's individual interests and encourage them to participate in activities. Staff respect that children sometimes want time to sit quietly and relax. Staff continually engage children in many conversations, they ask questions and seek their opinions. Consequently, even the youngest children are confident to speak in groups and share their opinions with others. Records are kept of each child's achievements so their progress is monitored in all areas of learning. Staff plan around topics each term such as Halloween and Guy Fawkes and children celebrate festivals which include Chinese New Years and Shrove Tuesday. In addition, staff plan activities that support the school curriculum such as children writing an account of their half term holidays or playing mathematical games that include addition and subtraction. Therefore, staff are helping children's further progress and developing their skills as they move on to their next stage of learning. The club setting is an environment where children can be sociable, happy and enjoy learning through play.

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

Children develop and maintain close trusting relationships with each other and staff. Children are very happy and relaxed, behave well and show good consideration and kindness to each other. This demonstrates that they feel very safe and secure within the club setting. This enhances their sense of belonging and well-being. Children frequently play in mixed age groups, older children readily involving and supporting the younger children. A wide variety of games and activities have helped the children learn the rules of taking turns and sharing which they do very well. There is a happy and harmonious atmosphere as children busy themselves with the many activities on offer. Staff talk to children about safety. For example, in celebration of Guy Fawkes they have discussed the importance of wearing gloves when holding sparklers and once finished to extinguish the sparklers in the bucket of water provided. This demonstrates clearly that they know the club's safety rules. Therefore, keeping themselves and others safe.

The environment is bright and welcoming and the club is well resourced. Toys and equipment are of good quality and staff store them in clear boxes so all children can identify their contents. This supports children's independence as they are able to self-select and create their own play experiences. The tea selection is healthy and children thoroughly enjoy eating the wide variety of healthy meals. They politely offer condiments to each other and share many worthwhile conversations about school, the club and family events. In addition a fruit bowl is on offer through out the session to promote healthy snack options. Children know the routine regarding hand washing and manage their personal care needs independently. Children are monitored closely by staff as they independently take themselves off to use the toilet facilities. Access to the playground and school woodlands is freely available with staff monitoring children's safety through the use of vigilant supervision and walkie talkies. Children greatly enjoy outside play such as ball games, sports and exploring the school grounds for bugs and insects. All of these aspects support children's awareness of the need to adopt a healthy lifestyle.

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

The management and staff team have a good knowledge of the educational programmes. However, on two days of each week the club does not meet the welfare requirement that at least half of all staff hold a level two qualification. This is also a breach of requirements of the compulsory part of the Childcare Register. However, despite not all staff having appropriate qualifications they have the necessary skills and experience. They successfully meet children's individual needs, fostering their well-being and provide children with a broad and balanced range of play experiences that promote their all-round learning and development. Staff demonstrate a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. All members of the staff team have attended training in safeguarding children. They know to report their concerns to the manager who follows the procedure for protecting children's welfare. There are clear procedures in place with regards to recruitment, vetting and induction of staff and volunteers. This helps to ensure all adults working with children are suitable to do so. Annual staff appraisals are used to assess individual performance. Staff professional development is encouraged through training to develop their knowledge and skills further. For example, staff have attended training in paediatric first aid and food preparation hygiene. Comprehensive risk assessments cover all aspects of the premises. Therefore, helping to minimise risks to help keep children safe.

The club staff take time to establish strong partnerships with parents and other people involved in the children's care and learning. The staff act as an effective link between the school and home, passing and sharing information. Parents readily access a wide variety of information and complete appropriate records regarding their child. The parents' notice board is very welcoming, enabling them to easily view registration details as well as other useful information. Exchanges of information at the end of each session enable parents and staff to keep abreast of children's learning and development and foster good partnerships. They comment that they are very happy with the procedures in place to manage the club and that their children enjoy the club activities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- ensure at least half of all staff hold a relevant qualification.
- ensure the written statement of procedures to be followed for the protection of children is followed.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY449642
<b>Local authority</b>	Surrey
<b>Inspection number</b>	939635
<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>	42
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Kids Time Ltd
<b>Date of previous inspection</b>	06/09/2013
<b>Telephone number</b>	07788 422922

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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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