

Superkids Club Ltd

The Salvation Army, South London Division, 25 Brownhill Road, LONDON, SE6 2HE

Inspection date

Previous inspection date

04/12/2013

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

- The club is organised well to keep children safe and allow them to enjoy their play and activities.
- Staff help children to feel good about themselves and take pride in their achievements. This fosters good relationships and positive behaviour.
- The management team value the views of parents and children highly. They take their ideas into account when planning for improvements.

It is not yet outstanding because

- Staff do not use all possible methods to promote two way communication between themselves, parents and other settings that children attend to support children's best progress.

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 involving children and staff.
- The inspector spoke to several parents and looked at written feedback from parents and children.
- The inspector had meetings with the manager and the provider.
- The inspector looked at documentation relating to safety and suitability of staff.
- The inspector looked at records of children's progress.

Inspector

Debra Davey

Full report

Information about the setting

Superkids Club (Catford) was registered in 2004. It re-registered as a limited company in 2012. It is one of four privately-run out of school clubs, operated by Superkids Club Limited. It operates from a church hall in Catford, in the London Borough of Lewisham. The club provides a before and after school facility for children attending local schools. The club employs six members of staff of whom five hold appropriate early years qualifications. The club opens Monday to Friday during term time from 7.45 am until 9 am and from 3.30 pm until 6.30 pm. They offer a holiday playscheme from 8 am-6 pm during half terms, Easter and summer holidays. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 49 children attending, of whom, eight are in the early years age group. The club provides a service for children up to the age of 11. It supports children with special educational needs and/or disabilities and children who are learning English.

What the setting needs to do to improve further

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

- strengthen existing partnerships with other settings that children attend and parents by supporting better exchanges of information to find out more about what children can do, in order to plan more purposefully for their progress.

Inspection judgements

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

Children attending are aged four to 11 years in the after-school club. They have circle time when they first arrive and staff spend time explaining what activities are planned for the session and asking what else children might like. Outdoor play is popular. Although the club does not have their own outdoor play space, they have negotiated with the schools they collect from to use the playgrounds for games after school. They also take children to the local park for games and activities. In the hall, staff plan and provide a good range of play based activities for them to enjoy. They are able to choose from a good range of resources which cover all areas of learning and allow children of all ages to relax and have fun. They enjoy the sports and group games of their choosing. They enjoy pretend play and computer games with their friends. The quality of teaching is good because staff spend time getting to know new children when they first start and agree their next steps with them. For example, a younger child who has asked for help with his letters concentrates well on a game of sounds lotto with staff and other children. This will help younger children learn to read at school.

The planned activities allow children to have a good range of experiences based on their

interests. This is because staff actively seek feedback from children by encouraging them to complete questionnaires which identify the activities they enjoy. For example, children have recently shown an interest in American Thanksgiving and staff have provided resources for children to research around that topic. Children are encouraged to make flags and provide information about the countries they have visited. The range of languages spoken by the children is researched and children are encouraged to use their home language in play. This, combined with celebrating different festivals helps children learn about diversity. Children make displays based on what they have found out and this helps them develop their understanding of the wider world, communication and literacy.

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

The hall is bright and children's work attractively displayed to help children feel a sense of belonging. For example, children have written their own poems for one board and made a Christmas scene for another. There is a board used to display their 'wall of fame'. This is used to show the achievements of children as voted for by other children and staff. The 'Superkid' of the year award is used to reward consistently good conduct, kindness and sensible behaviour. Children also take turns to be on the 'top table' for snack. This is when they get to choose the foods and activities for the following week. This positive approach helps children develop a sense of well-being and respect for others.

Staff's engagement with children is good at all times. From the moment they arrive children are actively involved in the club and circle time is used to make sure that all children are aware of what is happening. For example, on the day of the inspection staff explain who the inspector is and why she is there. This satisfies children's curiosity and helps them feel safe. Children are able to freely select from the activities offered and staff help them to participate in activities they choose. This helps to motivate children and they behave well in activities of their choosing. Staff encourage independence and children help set out the snack and choose the fillings for their sandwiches. Older children help younger children as they tidy away the toys and find their coats at home time. Some children are reluctant to leave and this gives parents a chance to chat with other parents and staff. Children feel safe due to the warm welcome and friendly approach of the staff. The club has good relationships on all levels and this fully supports children's confidence and self-esteem.

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

The management team are fully aware of their responsibility to meet the safeguarding and welfare requirements. For example, there are robust systems for staff selection and detailed staff checks to make sure that staff are suitable to work with children. There are systems for the supervision of staff which enables staff to work towards their annual reviews. In this way the day-to-day manager is able to quickly identify any training needs staff may have and plan for their professional development. All staff have secure knowledge and understanding of safeguarding and child protection. They are aware of the

systems for reporting any concerns using the settings policies and procedures. There are regular safety checks and risk assessments as well as emergency evacuation procedures which children practice with staff. This ensures that children know what to do in the event of an emergency.

The manager understands her responsibility to meet requirements for learning and development. Children in the early years age range have assessments in their learning and staff share this information with the schools children attend using individual communication books. They also encourage parents to contribute to their child's learning using the books and daily conversations. This flow of information works well for most parents and most local schools. However, some partnerships with settings are less successful and staff have yet to explore all possible ways of gathering information about what children can already do to further support planning for children's individual needs. Staff understand the importance of working in partnership with other professionals. This means that partnerships with parents and others are generally strong and supports children's continuity of care and learning.

Self-evaluation is used well and the owner and the manager work together to evaluate their practice. They also use feedback provided by parents and children to identify relevant areas for improvement and set targets for the development of their service. For example, staff have achieved improvements in the activities provided for younger children following a recent review by the manager. This combined with her sharp focus on staff practice has a positive impact on children.

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	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

Unique reference number	EY463084
Local authority	Lewisham
Inspection number	919602
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	49
Name of provider	Superkids Club Ltd
Date of previous inspection	not applicable
Telephone number	07732305454

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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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