

Energy Kidz Club at Keep Hatch Primary School

Keep Hatch Primary School, Ashridge Road, WOKINGHAM, Berkshire, RG40 1PG

Inspection date

24/01/2014

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

- Staff have good knowledge of how young children learn and children make good progress. Teaching motivates and enthuses children in all areas of learning because staff skilfully follow children's interests and include them in decision making.
- Children settle well and quickly form strong bonds with key persons and others. They are confident, independent and understand the expectations of positive behaviour.
- Through a wide range of policies and procedures, staff ensure that children are safeguarded at all times. Their well-being is further promoted through a healthy menu and daily continuous access to outdoor areas for physical play.
- There is a strong commitment to driving ongoing improvements through inclusive reflection and monitoring the effectiveness of the developments that take place.

It is not yet outstanding because

- The club has not extended its partnership working to gathering information about children's learning from their class teachers in order to promote continuity in children's learning experiences.

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 all areas of the club.
- The inspector held a meeting with the management team and the manager and undertook observation of activities.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the club's policies and procedures.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation.
- The inspector took into account the views of parents and carers by analysing information from the parents' questionnaires and talking to parents.

Inspector

Melissa Cox

Full report

Information about the setting

Energy Kidz at Keep Hatch Primary School registered in 2013. The club offers before and after school care to children between four and 11 years of age. The children attending are all pupils of the school. The children have access to the main school hall and the outdoor play areas for outdoor play. Energy Kidz Limited operates eleven sites in Berkshire schools. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 11 early years children on roll. The club is open from 7.45am until school starts and after school from 3.20pm to 6pm, term time only. The manager holds Qualified Teacher Status and four other staff hold suitable childcare and playwork qualifications.

What the setting needs to do to improve further

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

- strengthen the partnership with the primary school by gathering information about children's learning in order to promote continuity and consistency in their learning.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and child development which they use well to promote good outcomes for children in this welcoming after school club. The club provides a good learning environment for children, covering all areas of learning while complementing their school day well. Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance but there is sufficient flexibility to ensure children have free choice. All activities successfully reflect children's individual interests. For example, children have an interest in starting their own celebrity restaurant. The staff support their learning with good quality interactions, with children eagerly speaking about their favourite celebrity and staff playing along by creating play food for them from play dough. The quality of teaching is good and the environment is rich in discussion as children talk through what they are doing. Adults engage children in conversations and are interested in what they say. Children use language well in response to the skilful questions posed to them by staff, encouraging them to think and plan their designs. The staff use this activity well to support children's mathematical awareness of three-dimensional shapes and designs. As a result, children are challenged to become familiar with new concepts as they design their play food. Children use beads to create patterns and use scissors competently to cut out what they require for their creations and imaginative play. The staff fully understand the importance of supporting young children to develop their skills in using technology. For example, younger children have fun playing with the club's tablet computer or games consoles. As a

result of the good quality of provision, children make good progress and are well prepared for later life.

Children are motivated to learn because there is a clear balance in the planning between adult- and child-led activities. All children can choose easily from resources and equipment as they are stored at low level, which promotes their independence. Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about the wider society well. They use resources that reflect positive images of a wider world, such as a map game, which develops their understanding of other countries in the world. Children talk about what it would be like to live in warm countries and listen well as older children share their experiences of living in Africa.

The staff observe and assess children's progress from their starting capabilities well. Each child in the Early Years Foundation Stage has an electronic developmental folder. They contain photographs and written observations which key persons use to identify children's next steps in learning. This helps staff to plan activities which incorporate children's wishes and developmental needs, while remaining focused on learning through play. Staff work effectively in partnership with parents to fully involve them in their children's learning and development. They share information with parents about the progress their children are making and invite them to share experiences and learning from home.

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

Children are happy and settled and establish secure, warm relationships with staff which support their emotional well-being. They are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from a wide selection of good quality resources. This shows children's increasing independence in making decisions about their own play and learning. Staff are well deployed to support children in their play. This gives children a strong base and the confidence and self-esteem to progress. As a result, children are motivated, eager learners who participate enthusiastically in games and activities.

Children learn the importance of a healthy diet and lifestyle. They make choices about whether to play inside or outdoors and most enjoy being outside where they participate in physical activities such as football, climbing on apparatus or balancing on beams. They take charge of their own well-being and remind each other to put their coats on when it is cold outside or to sign out on the board. Staff talk about what they are doing so that children understand about safety. They encourage children to take risks outside and this challenges them very effectively. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe.

A very good awareness of hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as fruit and vegetables. Snack time is effective in meeting children's needs when they are feeling hungry. This is because staff organise a rolling programme of snack time which allows for children to play outside or engage in games before settling down for something to eat. Staff are on hand to prepare

toast when requested and encourage children to make choices and serve themselves from a wide range of options, which includes vegetables, fruit and yogurts.

Children are well mannered and behave particularly well because the rules are fully embedded in routines. Sensitive reminders and positive reinforcement means children receive consistent messages. Through their sensitive interactions, staff encourage a harmonious group, based on trust, kindness and turn-taking. This ensures that children build strong relationships with their friends. For example, they work together well as they build structures from building bricks and take turns in guiding the design.

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

The management team provides strong, effective leadership. The manager is highly proactive in ensuring the safety and well-being of all who use the setting and frequently reviews policies and procedures to ensure robust practices are followed. All staff have a thorough understanding of their roles and responsibilities in safeguarding and promoting children's welfare. Staff receive refresher training and policies are frequently updated, so they are fully familiar with the child protection procedures in the local area and have confidence to follow these. They carry out thorough risk assessments of the setting and take appropriate steps to keep children safe. Good recruitment and induction procedures, including a strong probationary period, ensure staff are safe and suitable to work with children. Detailed records show that staff have been appropriately checked. The club is well organised and staff maintain all the required paperwork, such as children's information, accident records and a record of their attendance. Staff are deployed well and regularly check the numbers of children, both indoors and outdoors, to ensure children are supervised at all times. Effective security systems and safety measures are in place to ensure that children are protected from intruders.

The staff work well as a team. Reflection on where improvements can be made has become part of staff meetings, ongoing discussion and continuous monitoring. Monitoring includes robust observations of the quality of staff teaching and scrutiny of the observations, assessments and planning that staff make. Staff morale is high and team work is strong because everyone is working together in partnership with the common aim to make things the best they can for the children. Clear, targeted improvement plans are used to address any areas identified for development, and are reviewed regularly to ensure rapid progress. Children share their views on what they have enjoyed during their time in the setting and ideas for additional activities or resources through a wish list; for example, new breakfast cereal options.

The staff demonstrate a secure understanding of the areas of learning and how young children learn. Staff observe and assess children's activities to ascertain the progress they are making. The records show that staff accurately identify children's next steps and use them to inform the activity planning. The manager efficiently monitors the educational programmes and the children's individual progress every term. Staff use a computerised monitoring tool to ensure that every child is making progress in all areas of learning and

development. This also enables staff to identify any gaps in planning or assessments and address these effectively.

Good relationships are established with parents from the beginning. Parents hold the provision in high regard and comment on the good range of activities provided and how settled their children are. Policies and procedures are made available to parents and planning is shared via newsletters and displays to involve them in their children's learning. Children also discuss their enjoyment of the club. They comment on how they are able to choose their own activities and the kind and supportive friendships they have established with staff. Staff liaise with the school staff on site to support meet the children's individual needs. This partnership is particularly effective in promoting the safeguarding policies as staff work together to promote children's well-being. However, staff have not discussed children's next steps and learning needs proactively with teaching staff to allow for the extension of learning between the classroom and after school club.

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	EY464862
Local authority	Wokingham
Inspection number	926569
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	75
Name of provider	Energy Kidz Ltd
Date of previous inspection	not applicable
Telephone number	0845 519 4470

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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
Store St
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M1 2WD

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