

The Hokey Cokey Club

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

Inspection date

06/02/2014

Previous inspection date

06/09/2013

The quality and standards of the early years provision

This inspection:

2

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 2

The quality and standards of the early years provision

This provision is good

- Children are happy and settle quickly, which is due to the welcoming environment and friendly staff.
- Staff are good role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is good and they understand the expectations of the club.
- Children have daily opportunities to enjoy extensive activities indoors and outside, which promotes their physical development.
- A range of healthy and nutritious snacks and meals are provided. This helps children make healthy choices and raises children's awareness of the importance of a healthy lifestyle.

It is not yet outstanding because

- Although the manager reflects on the quality of the provision, staff do not always contribute to this process.

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 the rooms used by the club.
- The inspector spoke with the owner, manager, staff and children at appropriate times during the inspection.
- The inspector took account of some parents spoken to on the day of the inspection.
- The inspector look at a selection of the clubs policies and procedures including staff suitability, safeguarding procedures and risk assessments.

Inspector

Daphne Brown

Full report

Information about the setting

The Hokey Cokey Club is one of two out of school provisions owned by Kids Time Ltd. The club is an established out of school provision and registered under its current ownership in 2012. The club operates from Holmesdale Infant School in Reigate, Surrey. Children have access to the school hall, a classroom, a large outdoor play area and an area of woodland 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 6pm during 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 to three 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 and five other staff hold appropriate early years 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 process for self-evaluation to enable all staff to make a full contribution and continue to drive improvement.

Inspection judgements

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

Children enjoy attending this after school club. They have fun and are provided with a good range of activities, which helps them to make progress across the seven areas of learning. This is because staff successfully complement the learning provided in the school where children spend more time. For example, staff effectively communicate with reception teachers at the school and regularly share what they know about the children in their care. In addition, staff gather initial 'All about me' information from parents, which successfully aids the settling-in process and helps staff to establish children's interests. Staff subsequently use ongoing observational assessment to continue to plan the children's next steps in all required areas of learning. Children's achievements are recorded by key persons in record folders. Planning is flexible and often influenced by the children's choices, ideas and play preferences. Staff form good relationships with the parents. They regularly share and exchange information to ensure parents are kept well informed about their children's achievements at the club and school.

Children settle quickly and confidently choose resources and activities and initiate their own play. They form friendships, share experiences and enjoy working together as part of a group. For example, children play games together, such as 'snakes and ladders.' This

improves children's turn taking skills, and how to understand the rules. Staff's interactions with the children are consistently positive and cheery. They show an interest in what the children are doing and chat to them about their day at school, which successfully enhances their language development. Staff promote children's mathematical understanding as children join different size paper together to make a model as tall as the staff. Children enjoy expressing their imagination as they make up their own story books and create Valentine's cards. Staff help them as they write messages in their cards and written description of the pictures in their story. This effectively supports children's ongoing literacy development.

Staff provide children with good opportunities to relax, read books and listen to stories. Their developing understanding of technology is promoted as they confidently operate individual compact disc players. They change the batteries when they realise they have run out. Manipulative skills are practised as children play with construction toys to build cities. Staff use effective questions to extend their knowledge asking the children about different cities in the world. Consequently children enjoy their time spent at the club and build on their learning experiences from school and home.

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

Children are happy and confident in this friendly, welcoming after school club. The key person and all staff form good relationships with the children and know them well. It is clear they feel safe and secure in this club as they willingly share their experiences with the staff. Staff provide a varied selection of resources and activities for the children to independently choose. They deploy themselves well to ensure they maintain ratio requirements. Therefore children are supervised well and their safety is promoted.

Children enjoy playing outside in the fresh air and they have daily opportunities for energetic play, which aids their continuing good health and well-being. Records are confidentially and accurately kept of any accidents and a sufficient number of staff have attended paediatric first-aid training. Children follow appropriate hygiene routines and know that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross infection. Children are provided with healthy snacks and cooked teas and are able to help themselves to a drink if they are thirsty to promote their good health. Meal times are social occasions as children sit chatting to their friends and staff. For example, children enjoy reading interesting facts and jokes printed on their yoghurt pots. Staff also encourage children to clear away their own plates, bowls and cups, which helps develop their independence and self-help skills.

Children are learning to keep themselves safe because staff provide meaningful explanations to raise children's awareness. For example, they explain how to walk safely from the hall to their other play room. Staff are very good role models as they reinforce appropriate and clear guidance to the children. As a result, children's behaviour is good and they understand the expectations of the club. Children show good manners and are polite. Staff talk to the children and help them understand the needs of others and help them manage any disagreements. Children are considerate and respectful as they learn to

play alongside each other, share and take turns. Children receive constant praise, which helps to develop their self-esteem and confidence.

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

Children are safeguarded through the implementation of clear recruitment, vetting and induction procedures, which helps to ensure the suitability of staff working with them. For example, the manager and owner obtain enhanced Disclosure and Barring Service checks for all members of staff. The manager and staff are very clear about their responsibilities towards protecting children from harm and neglect. They fully understand the signs that show a child may be at risk and the procedures to follow. The designated person responsible for child protection understands her responsibility to report concerns to the appropriate agencies. Staff carry out daily risk assessments of the indoor and outdoor play areas, which enables them to identify and remove any potential hazards. Staff closely monitor the entrance door and parents are required to sign the register of attendance to confirm their child is leaving the provision. Visitors to the school and club are also asked for their identification and requested to sign the visitor's book to further safeguard children. The manager and owner have developed a good range of written policies and procedures and documentation to support the safe and effective management of the club and to keep children safe. The manager monitors staff practice through annual appraisals and encourages the staff's professional development. For example, staff are encouraged to obtain childcare qualifications and to attend training workshops to extend and develop their existing skills and knowledge.

The manager and staff have a good overview of the requirements of the Statutory framework for the Early Years Foundation Stage in order to guide their practice. Since the last inspection the manager and owner have worked hard to address the actions to improve their practice. As a result, children's safety and welfare is further promoted. At present self-evaluation is in its infancy. The manager is beginning to identify key strengths and areas for improvement and there are some systems in place to obtain parental feedback and the views of the children to help move the club forward. However, not all staff are able to fully contribute to the process to further drive improvement and share in the future vision for the club.

Partnerships with parents are positive. Parents are kept informed through the use of notice boards and through daily discussions with staff about their child's day. They are complimentary about the after school club, explaining that their children are happy, supported and participate in a good range of activities. In addition, parents comment that communication is effective. This ensures that staff and parents work well together to meet children's different needs. Partnership with the school is well established and contributes effectively to the continuity of the children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY449642
Local authority	Surrey
Inspection number	950483
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	52
Number of children on roll	26
Name of provider	Kids Time Ltd
Date of previous inspection	06/09/2013
Telephone number	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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