

Bookham Kidsclub

The Dawnay School, Griffin Way, Bookham, LEATHERHEAD, Surrey, KT23 4JJ

Inspection date

10/03/2014

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 create a welcoming and stimulating environment for children. Children thoroughly enjoy attending and take part in a very good range of play-based and practical experiences that complement their school learning.
- Leadership is strong and effective in driving improvement. There are well-established and effective procedures in place for managing staff performance and supporting their professional development needs.
- Staff understand and support children's personal, social and emotional needs very well. Relationships between children, staff and parents are extremely positive.
- Staff provide exciting and interesting ways for children to learn about nature and ecology.

It is not yet outstanding because

- improvement plans are in the early stages and opportunities to teach children about fire safety have not been given enough priority by staff.

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 children's play indoors and outside.
- The inspector held a meeting with the provider and manager.
- The inspector spoke to children and parents taking account of their views.
- The inspector sampled the club's records and documentation and read their self-evaluation.
- The inspector carried out joint observations with management.

Inspector

Amanda Tyson

Full report

Information about the setting

Bookham Kids Club registered in 2013. It is one of two out of school clubs owned by an individual provider. The club operates from the Dawney School, in Bookham, Surrey. The club uses a large hall and two classrooms and has the use of the school playground, fields and nature area. Children attend from Dawney School and Polesdon Lacey infant school. The club has a mini bus. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The after school club operates Monday to Friday from 3pm to 5.45pm during term time. A holiday club operates during the summer holidays between 8am and 5.45pm. The club welcomes children with special educational needs and/or disabilities, and children who are learning English as an additional language. Currently, eight staff are employed who work on a rotation with a minimum of three staff on site each day after school and five staff are qualified to level 3 in either childcare or playwork. There are currently 27 children age under eight on roll, seven of whom are in the early years age range. Children age over eight also attend.

What the setting needs to do to improve further

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

- strengthen children's understanding of fire safety through planned activities and discussions and by practising the emergency evacuation procedure more frequently.

Inspection judgements

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

School age children's needs are very well met by the caring and dedicated staff team. Children are allocated to a key member of staff who develops good understanding of children's personal, social and emotional needs. Staff communicate closely with parents and school teaching staff to gain understanding of their learning needs. Staff use this information very well to inform and guide their planning. For example, they set up the environment with role play, construction, board games, arts and crafts and electronic games. Staff cater for all children's interests. Staff also plan a range of practical activities, such as cooking and gardening, and ensure children have access to good outdoor play opportunities. Staff monitor children's levels of involvement and social interactions and their developing interests and abilities through regular observations. They pass this information on to parents, and teaching staff to help inform the Early Years Foundation Stage profile assessments. Between the staff team, they have a good level of knowledge and experience of caring for children with special educational needs and disabilities and for children learning English as an additional language. The club is therefore well placed to provide for such children.

Staff enthusiastically join in with children's play, which encourages their thinking and imagination. For example, they join in children's role play by taking on the role of customer. Staff ask questions, such as 'do you have anything suitable for a wedding?' This encourages children's critical thinking skills and imagination and leads to an in-depth consultation about design and price. When children realise that 'the customer' has brought half the shop, they think quickly and ask them to bring it back quickly because 'it is a library shop'. The customer returns and obviously needs an outfit for a different occasion and so the play takes on a new dimension. When staff notice children building complex tall models, they develop and gain their interest in measuring them. Children use different creative materials to make crafts and models, for instance card is used to create cone shapes, which are turned into a bunch of flowers. Children take colouring pencils outdoors to create their own still life pictures of growing daffodils. Younger children benefit greatly from the presence of older children who teach them new skills, such as how to play draughts. Children learn how to care for wildlife and about their habitats. They have built hibernation for hedgehogs and an elaborate 'bug house' to date. Staff teach children about ecologically sound gardening. Children enjoy helping to look after the allotment and are so impressed by the school's unusual representation of a scarecrow; they have planned their own small-scale project for making a dinosaur scarecrow. Staff plan activities to celebrate different cultural and religious beliefs and national celebrations. For example, they cook noodles for Chinese New Year and make models of dragons. Children are extremely happy in this environment and the range of play-based activities and practical experiences helps support their progress in all areas of learning and development.

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

Staff gain a good deal of information to help them support children's personal, social and emotional needs by communicating with parents before children start. Staff help children to settle in through a gradual process, whereby initially parents collect a little bit earlier. Children arrive enthusiastically and are always eager to wash their hands, so they can go straight to the kitchen area to choose what they want to eat. Children have a choice of carbohydrate snacks, such as rice cakes, crackers or toast, spreads and fruit and drink. Staff sit with children and engage them in sociable conversation about their school day. Children enjoy playing group skipping games, football and tag, which keeps them physically active. The school's exciting assault course and adventurous wooden apparatus offers a physical challenge for them.

Children know and understand the club safety rules. They register with staff that they are going to the toilet by taking a clothes peg from staff and attaching it to themselves, returning it when they come back. This ensures staff know exactly where all the children are. Children learn about kitchen health and safety through the regular cooking activities. Children know, for example, they need to tie long hair back, wear an apron, and wash their hands thoroughly to remove the germs. Staff use cooking activities to teach children about nutrition and to raise their awareness of cultural differences. Staff teach them how to use knives safely when they make their own tea. Staff vigilantly ensure that children understand the mini-bus safety rules and about water safety when they engage in pond

dipping. However, fire evacuation is not practised with children often enough, especially bearing in mind that some children do not attend the onsite school, so are not familiar with the procedure. Opportunity also to teach children about wider aspects of fire safety, such as what to do in a house fire is not exploited by staff.

Children follow the behavioural rules because they help to set them. Staff promote these well around the club on posters designed by the children. Children are polite and considerate. Staff report that squabbles and unacceptable behaviour do sometimes occur. When these situations arise, usually between older children, staff use time out. However, on the day of inspection the behaviour of all children was excellent. The environment is well organised to provide children with comfortable rest areas if they feel tired, which some children do feel after a long day, especially if they have also been to an extra school activity such as gymnastics, before coming into the club. Children enjoy snuggling on cushions looking at books. This is a very nurturing club where children are very happy.

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

Management demonstrate clear knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They are experienced in providing play-based provision for school age children. Roles and responsibilities, such as for the Special Educational Needs Coordinator and lead for safeguarding are held by staff who have had specific training. Management and staff fully understand and effectively implement safeguarding procedures well. Staff carry out daily risk assessments. Accident records are scrutinised regularly by the provider to look for any emerging patterns that may need attention. The team are extremely vigilant about ensuring that daily registration checks are rigorously carried out to minimise the risk of a lost child situation occurring. In the event that this happens, for instance if a booked-in child does not arrive, there are emergency procedures in place for ensuring that children are quickly located. There are always more than one staff on site with a valid paediatric first aid certificate. The club's safeguarding policy includes all the required information about the use of cameras and mobile phones, allegations against staff, and the procedure to follow in the event of child protection concerns. In the main, these are very well understood and implemented by staff. However, although procedures are in place for practising fire evacuation regularly, this commitment has lapsed.

There are rigorous and very effective procedures in place for recruiting, vetting and inducting new staff and for monitoring and supporting staff professional development. All staff are vetted by the Disclosure and Barring Service before they start work with the children. References are scrutinised and staff are monitored closely through the probation period. All staff have a performance development plan in place. This is supported by twice-yearly appraisals and regular one to one supervision. Staff have access to good training opportunities. For example, supervisors have completed training on mentoring and coaching, managing conflict and staff appraisals.

Management make effective use of self-evaluation to identify and target priorities for

improvement. They fully involve staff, parents and children in their processes. Management has welcomed the support and advice of the local authority early years advisors. Current improvement plans include looking at ways to promote the home cultures and languages spoken by children within the club, for finding healthier recipes for cooking activities, for implementing forest school teaching, and for supporting children's learning through small-scale eco projects.

The team have good awareness of the importance of partnership working. Parents are well informed about the activities children engage. They receive a newsletter once per term informing them of activity plans, future provisions, what training staff have completed and about safety procedures. Parents say they are very satisfied about the service they receive. They describe how their children talk fondly about the activities, staff and other children and are always keen to attend. Staff have a well-established and successful partnership with children's teachers at the onsite school. They are also focussed on extending this relationship to off-site schools that other children attend. Although the club has not been operating for very long, it is already very clear this is a rapidly developing provision with a strong capacity to sustain continuous improvement.

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	EY467435
Local authority	Surrey
Inspection number	932635
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	27
Name of provider	Louise Di Trana
Date of previous inspection	not applicable
Telephone number	01372376711

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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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