

Kids Space After School & Holiday Club

ST FRANCIS DE SALES RC JUNIOR SCHOOL, Church Road, London, N17 8AZ

Inspection date	01/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- Children are happy and well settled in their environment, they benefit from the positive interactions with staff; as a result, they show high levels of confidence.
- Staff have a clear understanding of their roles and responsibilities; the key person system works effectively in supporting children in the early years age range.
- Relationships on all levels are good. Staff liaise effectively with parents and the school and they contributes towards positive outcomes for children.

It is not yet outstanding because

- The outdoor learning environment is not planned well to provide children with a balanced range of experiences across all areas of learning.
- The lack of contingency plans to support staff absences, at times impacts on the organisation of the sessions and planned activities.

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 carried out observations of children and staff interactions in the room, dining hall and outside play area.
- The inspector took account of parents' views spoken to on the day.
- The inspector engaged in discussions with the manager and staff present on the day.
- The inspector sampled documentation relating to children, staff and the overall organisation of the setting.

Inspector

Samantha Smith

Full report

Information about the setting

Kids Space After School and Holiday Club registered in 2013. The club operates from a dedicated building on the site of St Francis De Sales RC primary school in Tottenham, in the London Borough of Haringey. The club also have access to three playgrounds, a dedicated garden, a computer suite and two halls within the school. There are currently eight children in the early years on roll. A total of five staff work directly with the children, of whom four hold a relevant child care qualification. The club caters for children from the school and nursery that it operates from. During school term time, the club opens for a breakfast club between 7.45am and 8.45am, and an after school club between 3.15pm and 6pm, Monday to Friday. The club operates during some school holidays based on the demand. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop further the provision of outdoor resources to provide learning experiences across all areas of learning

- review the contingency plans for staff absences to ensure that even when still in ratio, appropriate cover is provided to minimise disruption to routine activities.

Inspection judgements

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

The club provides a warm and welcoming environment, where children can relax or engage in active play. Staff demonstrate a clear understanding of the Early Years Foundation Stage and how to support children's learning through play. They provide a flexible play and learning environment that meets the needs of the children, which mostly complements their learning experiences at school. Children interact well with staff and this supports their communication and language. They understand and follow instructions and this develops their listening and attention skills. Snack time is a social occasion where children sit together sharing their ideas and experiences. They participate in discussions and they listen to and respect the views of others. A mix of adult-led and child-initiated activities help to build children's confidence and supports their learning. Staff give children time to choose and play freely, with appropriate and timely support from staff. Children are developing good levels of independence as they assist their personal needs and make independent choices about their play.

Staff provide physical activities outside and these include football, tennis and skipping, which helps to promote a healthy lifestyle. Children show good coordination in large and small physical movements and they are able to move confidently in the learning environments. However, the outdoor area does not support children's learning in other areas.

Staff carry out regular observations on children. They have developed strong links with parents and the reception teachers, with whom they exchange information regularly. Thus promoting a shared approach to supporting children's learning, as they remain up to date with children's achievements.

Partnerships with parents are positive and focused on promoting parental involvement in children's learning. Staff welcome parents and share information verbally with them when they collect their children. They listen to parents and use the information gathered from them to support children's individual learning needs. Parents compliment staff on this, commenting on the positive impact this has on their children's learning. This builds on the strong relationships between staff and children and develops their confidence.

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

Children benefit from a secure and safe environment, where they are developing in confidence and building a strong sense of themselves. The effective key person system in place provides good levels of support for children in the early years. As a result, they are well settled and their individual needs are well known and continuously met.

Overall, the environment provides children with a good balance of activities across all areas of learning and promotes their independence as they make free choices about their play. Children have good opportunities to play on their own, in a group or take part in adult-led activities. Staff support and encourage children's good health. Children enjoy regular access to the outside play area and snacks are healthy and nutritious, they include cheese and ham sandwiches, a selection of fruit and a choice of milk or water. Children all sit down to eat together and staff report that children are encouraged to be independent by pouring their own drinks and helping themselves. However, this was not encouraged on the day of the inspection and staff inform that this was due to staff absence.

Children make a positive contribution to the setting and display cooperative and polite behaviour. They show consideration for others and are able to share and take turns with toys. Staff teach children to behave in this manner by being polite and caring to each other and the children. This helps to form positive relationships between children and adults.

The environment is safe, welcoming, and overall staff suitable promote children's safety and well-being. The club staff keep the premises secure and greet parents and visitors as they arrive. Record of risk assessments demonstrate that staff are aware of health and safety in the setting; they maintain accurate records of children's attendance. However, at times in the session, staffing arrangements do not meet children's individual needs. This is

because, the club does not effectively provide additional cover for managing staff absences, which impacts on the organisation of some routine activities.

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

Overall, the club is well-led and managed and the staff team work well together. Arrangements for safeguarding children are good and work effectively in practice. Staff have a secure understanding of their roles in safeguarding children and know the procedures to follow should they have a concern about a child in their care. Detailed policies and procedures are in place and fully understood by staff, which supports the smooth and efficient running of the club and contributes towards children's safety and well-being.

Staff have regular meetings and supervisions to identify their training needs and there is a training plan in place for all staff. This practice helps to ensure staff are able to offer an appropriate learning experience for children. There are robust systems in place to ensure that staff are suitable to work with children.

Staff value working in partnership with parents and provide good opportunities for communication. They regularly engage with parents and encourage them to share their views and ideas about the club. They speak highly of the staff and compliment them on their genuine care and support to help children to do learn and do well. They say staff are approachable and easy to talk to and advise that they are happy with the care and education their children receive.

Self-evaluation processes help towards promoting continuous improvement. The provider and her small team work closely together to bring about change and improvements to the setting. They continually review and reflect on their practice and identify ways in which they could improve to better outcomes for children.

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	EY468570
Local authority	Haringey
Inspection number	934840
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	60
Number of children on roll	31
Name of provider	Kids Space After School & Holiday Club Ltd
Date of previous inspection	not applicable
Telephone number	07921526877

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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
Manchester
M1 2WD

T: 0300 123 4234
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