

# Kidz Choice Limited

Queenswell School, Sweets Way, London, N20 0NQ

<b>Inspection date</b>	28/03/2014
Previous inspection date	02/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 enjoy their time at the setting. They show that they are happy and confidently explore their environment, moving freely between all activities.
- Staff understand how children learn and develop. The accessible resources meet individual children's interests and ensure that they are well motivated to play and learn.
- An effective key person system is in place to ensure that children's individual needs are met effectively. High child to staff ratios enable children to be supervised effectively and enable them to take part in all the activities.
- Staff demonstrate an enthusiastic approach towards their roles and responsibilities. There is a collaborative approach towards setting high standards of practice which in turn promotes continuous improvement within the provision.

### It is not yet outstanding because

- Systems to develop partnership working and share information so that staff can complement the learning children receive at school are less well developed.

## 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 activities in the school hall and carried out a joint observation in the playground with the senior playleader.
- The inspector held a meeting with the registered person.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took the views of parents into account through a sample of survey responses.

## Inspector

Catherine Greene

## Full report

### Information about the setting

Kidz Choice Ltd registered in 2003. It operates from the double hall in Queenswell Infant School in the Whetstone area of Barnet. The setting has access to the schools outdoor play areas. There are 70 children on roll of these, 24 are in the early years age range. The club is open daily from 7:45am to 9am and from 3pm to 6pm. The club also provides a holiday play scheme. A qualified early years practitioner assisted by a play leader manages the Kidz Club with eight play workers. The setting is registered on the Early Years and 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:

- further develop information sharing with parents and staff at school to fully support consistency for children and the successful building of partnership working.

### Inspection judgements

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

Staff create a welcoming and interesting environment for children to relax and socialise in before and after their school day. The children are clearly happy to arrive at the club. They are greeted warmly by staff and move confidently around the hall talking cheerfully as they put their belongings away and chose the activities that they most like. Systems to share information with parents and class teachers, to support staff with a complementary approach to children's learning and development, are less well developed. However, staff know the children well so are able to provide activities to help children make progress.

Children show high levels of engagement in activities where the emphasis is on having fun and being active. They select from an interesting range of resources and decide whether to play in the hall, gym or outside in the playground. They are developing high levels of independence and are motivated as they take part in play that supports their learning and development well. As a result, children are successfully supported in making progress in their learning and development and are building on the skills they acquire at school.

Children enjoy playing together in the school playground. They negotiate and organise themselves into small and larger groups for team games. In the hall they are constantly talking to each other as they make jewellery or decide who is next to play table tennis. Staff are well organised and move between the groups of children, involving themselves in their play, making suggestions and offering help when needed.

Children socialise very well, sharing and forming friendships. They are building confidence

and independence as they work together in small groups, take part in team games and seek advice in practical situations from older children. For example, younger children ask older children how to throw the rockets accurately. Older children are happy to offer advice and practical help demonstrating how to throw correctly. This encourages children's skills in talking and listening and working together. Children listen well and follow staff's clear explanation about rules and behaviour.

Children learn about the wider world through a range of games and topics that help them to value the similarities and differences between themselves and others. Staff involve the children in the activity plans. They ask for children's suggestions and encourage them to help, for example, setting up and serving food. This helps to engage children in taking responsibility and expressing their choices.

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

Staff are friendly, caring and have warm relationships with the children and their parents. Children are happy and secure in the setting, laughing and smiling as they play. They settle quickly after arriving from school. They all sit together while staff talk with the children about the evening's activities and offer choices about playing inside or out. There are key persons for those children within the early years age range who demonstrate a clear knowledge and understanding of the children they care for. Since the last inspection the after school club has made good progress. There is some partnership working with teachers being developed. The newly established handover between teachers and after school club staff ensures that children arrive safely and the sharing of information in the comments book is being encouraged. This is supporting a cohesive approach to children's well-being and learning.

Staff are good role models and encourage the children to develop good manners and involve them in games where they have to share and take turns. Including the recently established 'Kids choice council' with a key person leading the forum for children. This supports children's well-being as they begin to understand the needs of others and develop a sense of mutual respect. Children play well together and enjoy each other's company. Young children respond well to older children and actively seek them out to play games. Older children are kind and sensitive to the youngest children and are good role models. Consequently, children's behaviour is good.

There is an effective key person system in place which ensures children's care and development is overseen. Children develop self-care skills as staff encourage them to wash their hands before tea time. This is a very sociable occasion where staff sit with the children and discuss things of interest to the children. Children are encouraged to sit together and make their own choices from freshly cooked pasta or cheese with fruit and yoghurt. This promotes their independence and supports them in making healthy choices.

Good opportunities are provided for the children to use the outdoor play areas. After a day at school children are enthusiastic about playing outside. Staff plan to ask parents to provide wellington boots and rain jackets so that children can continue to explore the

outdoors in all weathers. Outdoor play is thoughtfully planned and good consideration is given as to how to utilise it for all aspects of learning. For example, children enjoy den making and team sports.

Indoor and outdoor space is effectively organised to provide a stimulating and welcoming environment for children. Resources are stored attractively and children have a choice about what to play with. They are well maintained and of a good quality. Children learn about staying safe through daily routines and discussions. Their understanding of safety is further enhanced as they learn about fire safety. They know the procedure for evacuation in an emergency as staff regularly practise this and discuss issues of safety to raise their awareness.

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

Staff have good knowledge of the safeguarding and welfare requirements to promote children's well-being. They are aware of their responsibility to report any concerns about a child in their care. They follow procedures such as recording accidents and sharing these with parents. Daily risk assessments are completed before children arrive to minimise hazards which creates a safe and welcoming environment. Staff have good understanding of how to use technology appropriately to safeguard children. For example, parents provide permission for staff to take photographs of their children and good protocols are in place to protect children from any misuse of these. Verbal reminders are offered to both parents and visitors regarding the use of mobile phones in the setting. Further information is offered each evening to highlight activities and the weekly themes.

Staff are deployed and organised effectively to ensure ratios are well covered. They communicate closely with each other between the hall, gym and outside. Children are supervised closely and staff are vigilant about monitoring the main door and additional fire doors within the hall. They are observant and notice anything unusual such as a handbag that has been left on a bench outside. They act swiftly to check this is handed in to school staff.

The registered person ensures that all staff are suitable for their role. There are comprehensive induction and supervision arrangements to enable all staff to be familiar with policies and procedures such as the complaints procedure so that any complaints are handled professionally. There are effective procedures in place to enable staff to complete relevant training and to improve their knowledge. Successful monitoring of educational programmes and the quality of teaching ensures children are provided with activities which are challenging and stimulating to complement their learning in school.

Parents are invited to complete written questionnaires to share their views regarding the setting and their child's progress. Staff use this information to drive improvement and support key persons in monitoring children's wellbeing and learning and development.

### **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

<b>Unique reference number</b>	EY264830
<b>Local authority</b>	Barnet
<b>Inspection number</b>	942628
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Kidz Choice Limited
<b>Date of previous inspection</b>	02/12/2008
<b>Telephone number</b>	07950 775311

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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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