

Sherpa Kids at Frith Manor Primary

FRITH MANOR PRIMARY SCHOOL, Lullington Garth, London, N12 7BN

Inspection date	07/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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 can freely choose from a variety of activities. They are well supported by staff who join in with their play and exploration.
- Partnership with parents is strong and helps promote a cohesive approach to the care, learning and development of children that attend.
- There are effective systems in place to evaluate the strengths and areas to improve within the club and these effectively drive continual improvement.

It is not yet outstanding because

- Staff do not always encourage children to enhance their independence skills and try different healthy foods.
- Staff do not always consistently reinforce boundaries and game rules with children to increase their understanding of what is expected of them.

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 held a joint observation with manager.
- The inspector sampled a range of documentation, including those relating safeguarding, recruitment, and learning and development.
- The inspector held discussions with staff.
- The inspector observed practice throughout the setting, both inside and outside.

Inspector

Stephanie Huseyin

Full report

Information about the setting

Sherpa Kids at Frith Manor Primary School is one of two provisions run by Skids-UK Ltd. It registered in 2013 and operates from the school halls within Frith Manor Primary School, in Woodside Park, North Finchley in the London Borough of Barnet. The after-school club is open Monday to Friday from 3.20pm to 6pm, during term time, for children attending the school. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four staff working with the children, of whom three hold relevant childcare 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 strategies for managing children's behaviour further, for example, by developing consistency of staff practice in how they reinforce the club's behaviour boundaries with children
- enhance children's personal independence skills and awareness of healthy eating, for example, by encouraging them to be more involved in preparing and choosing their snacks.

Inspection judgements

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

Staff are welcoming and friendly towards all children who attend the club. Children show much interest in the activities on offer and make choices independently. Staff interact sensitively with children to help them in their choices. They engage children in conversation. For example, staff talk to children about their pictures of robots. This encourages children to develop their use of language and communication skills as they talk with adults about their drawings. Children have opportunities to practise and develop their skills in the key area of mathematics when playing board games. For example, they enjoy taking turns, counting the numbers on the dice and moving their counters accordingly. This develops their numeracy and counting skills in a fun way.

Children concentrate well on their chosen tasks. They spend much time making patterns with elastic bands on the 'rainbow loom'. This helps develop their hand-to-eye coordination and develops their finer physical skills. Staff respond to children's requests for alternative activities, such as a soldiers, construction and outdoor play. This contributes to children enjoying harmonious play in a relaxed atmosphere. Staff support children's play by joining in with them, for instance, in a game of table tennis. However,

during a game of table tennis children became frustrated and tried to all become involved in the game or refereeing. Staff were not consistent in encouraging children to follow the 'club rules' they had been involved in creating and taking turns nicely. Therefore, children were not always considering each other's feelings or taking turns. Nonetheless, during other group activities staff were consistent in reinforcing the boundaries with children and children were taking turns effectively. For example, whilst outside children and staff work together well, involving each other as a team, to play football.

Staff ensure that they prepare for activities before children arrive so that they have all the necessary equipment and resources ready. For example, when the children go outside they are offered choice of using a variety of different resources like hoops and footballs. This enables children to play as soon as they arrive. Staff observe children during their play and meet once a week to implement weekly plans and to evaluate their organised activities. This helps them ascertain what children have learnt or what skills they have developed. Staff seek the views of the children as to what activities they would like to be included in the planning. This helps them to plan activities that children enjoy and help them develop new skills. Staff identify children's individual next steps for learning and consequently include these effectively in their future activity plans.

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

Staff provide a range of activities in different play spaces around the hall and use an outdoor area to develop physical skills. This enables children to become involved in various types of play or simply to relax. Children develop close relationships with others and enjoy spending time with friends as they talk and play. They feel safe in the club because there are plenty of adults to whom they can turn to if they want reassurance. Children are made aware of potential dangers when walking to the club or over to the school playground. In this way, they learn to assess risks and learn how to keep themselves safe.

Staff remind children to wash their hands before eating snacks so that they adopt good hygiene practices. Staff provide a range of snacks, taking into account their dietary needs. However, snack times are not always well-organised. For example, at times, staff tend to over-direct children by serving their food and pouring their drinks. This means that staff do not always enhance the personal independence skills children already have by consistently encouraging them to be involved in the preparing, selecting and discussing the healthy food they choose.

Children know the rules of the club and what is expected of them. They generally behave responsibly at all times. For example, they line up when asked to do so and sit appropriately on chairs. Children enjoy opportunities to take part in physical activities outdoors. For example, they like to play ball games, which help them to develop better coordination and a sense of space. They also enjoy using the large equipment in the school playground, which encourages them to move and travel in different ways.

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

The manager has effective policies and procedures in place to promote the safeguarding of all children. She ensures that all staff complete checks to show that they are suitable to work with children. She understands the importance of informing Ofsted of any significant events and follows clear safeguarding procedures. All new staff receive a thorough induction so that they are fully aware of the club's procedures, especially those relating to safeguarding and child protection. All staff demonstrate that they are aware of the processes to follow should they have a concern about a child. This helps safeguard children's welfare and well-being.

Staff carry out daily safety checks to make sure that the play areas continue to be safe for children. The manager is attentive to security at the hall and the door is locked to monitor children, parents and visitors as they come and go. A visitor's book is in place and security passes are issued. All records relating to children's health and safety are well maintained.

The manager provides parents with detailed information about the club. They receive regular feedback so that they are kept up to date with current information, for example about staff and activities. Parents are asked to provide information about their children when starting at the club. This helps staff to provide appropriate care and learning opportunities for children. Staff also liaise with other professionals, for example, they talk get reports from children's teachers to ensure continuity of care at the club.

The manager maintains a high ratio of staff to children. Consequently, children are supervised well and feel well looked after at the club. Staff are deployed so that they can support children in their free choice play, around the main hall and quiet room. Staff respond to children's interests by organising activities at their request, for example, a football game or creative activity. However, staff do not always give clear instructions for children to turn take.

The manager is aware of her responsibility to meet the requirements of the Early Years Foundation Stage. She has established a key person system so children receive individual help as necessary. She has an established system in place for staff to explore next steps in learning and is developing this effectively to ensure children's needs are met. Staff have noted some observations of children and are beginning to link these to learning areas so that they can work out children's next steps in learning and offer appropriate support during activities.

The manager encourages staff to reflect on their practice and to think about areas that need further improvement. She is committed to the development of a well-qualified team of staff and, therefore, provides in-house training. The manager continually looks at ways to improve the overall provision for children. For example, she is exploring ways to develop her staff team through team building exercises and to improve staff's observation and planning consistently. This enables her to continually improve the outcomes for all

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	EY465364
Local authority	Barnet
Inspection number	933764
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	80
Number of children on roll	80
Name of provider	Skids-UK Ltd
Date of previous inspection	not applicable
Telephone number	0208 346 2388

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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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