

Top Kids @ Wattenden

Wattenden Primary School, Old Lodge Lane, PURLEY, Surrey, CR8 4AZ

Inspection date	09/05/2014
Previous inspection date	09/10/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- There are no members of staff working with children who hold a current first-aid qualification or food-hygiene certificate. These are breaches the safeguarding and welfare requirements and compromise children's welfare.
- Staff have not received training to update their knowledge of safeguarding procedures to fully protect children. In addition, staff do not adequately deploy themselves during the staggered arrival times at the group to supervise children effectively.
- Many documents were not available or did not contain up-to-date information, including evidence of suitability checks for some staff.
- Staff do not provide children with a sufficient choice of healthy snacks, daily outdoor play or use effective hygiene routines for water bottles to promote a healthy lifestyle.
- Children have limited access to activities and resources to develop their creativity and imagination, or a quiet area to rest and relax.

It has the following strengths

- Children are settled and play well in small and larger groups.

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 spent the majority of the inspection observing the children and the staff.
- The inspector reviewed documentation, including policies, children's files and staff details.
- The inspector sought parental views through discussion on the day of the inspection.
- The inspector held discussions with the deputy and staff members.

Inspector

Jane Wakelen

Full report

Information about the setting

Top Kids @ Wattenden re-registered in 2009, following a change of ownership. It is one of three clubs owned by Top Kids Club Limited. The club operates from Wattenden Primary School in Purley. It has use of a kitchen and dining area and a large hall, with direct access to an outdoor play space. Access to the after school club is suitable for those who have mobility difficulties and the setting is on the ground level. Children attend from local schools and there is a mini-bus collection from Beaumont and Hayes Primary Schools.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on roll of whom two are in the early years age group. The club also accepts children up to the age of 11. It operates Monday to Friday during the school term from 3.00pm until 6.00pm. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Four members of staff are employed at the club, including the owner and all hold a recognised early years qualification to at least level 2. The club liaises with the local authority's Special Education Needs Section and has established links with the school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure at least one person holds a current paediatric first-aid certificate on the premises at all times when children are present
- provide training in food hygiene for all staff involved in preparing and handling food
- ensure all staff have up-to-date knowledge of safeguarding issues through training opportunities
- ensure that all the necessary records are easily accessible, available and up to date
- ensure the Disclosure and Barring Service check reference numbers, the date these disclosures were obtained and details of who obtained them for all staff are recorded and available
- ensure children are adequately supervised at all times, especially during their staggered arrival times

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

- extend opportunities for children to develop their creativity and imagination through a variety of activities and resources, and provide children with an area to choose to sit quietly with reading material
- improve opportunities to promote a healthy lifestyle through the provision of healthy snacks, outdoor play and improved hygiene procedures for children's drink containers.

Inspection judgements

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

Staff have a basic knowledge of the requirements of the Early Years Foundation Stage and provide activities using resources that children enjoy. However, the available resources and activities do not provide sufficient opportunities to fully complement the care and education the children receive at school. For example, children have limited opportunities to develop their creativity and imagination using role play resources. Activities using

natural materials are not planned on a regular basis to support those children who learn through sensorial play. As a result, children are not provided with a sufficient range of opportunities.

Staff act as key people for the children in the early years age range. They record basic observations of their learning, which are linked to the three prime areas of learning and to expressive arts and design. Parents are encouraged to contribute to the assessment records on a termly basis through sharing written comments. Next steps in children's learning are planned occasionally, but these are not reflected in daily practice to fully support children's needs.

Children are familiar with the routine of the club and help to set out the activities on various rugs around the hall. Children have firm favourites, such as the electronic gaming devices and ensure they put their names down on the waiting list to have a turn. Children are confident and ask staff for additional resources, such as blankets to support their play. Staff provide small world play, for example, the dolls house and super hero play figures, to provide children with opportunities to use their imagination and play cooperatively with their peers.

The majority of staff interact with the children, talking to them about the activities or helping them to achieve. For example, when using the construction bricks, children ask for support to create a structure or find similar shaped bricks. Staff sit alongside children playing the game or providing guidance. However, staff do not always extend children's games or activities to fully support their engagement. Some children enjoy reading and bring books from home to read. However, staff do not provide a comfortable area or space for children to sit quietly and relax while looking at books or different reading materials.

Children show enthusiasm for physical play and happily pack away the toys to provide space for large team games using the ball. Staff set the rules and supervise the games, with children demonstrating a good awareness of how to follow the rules and work together. However, children do not go outside every day which restricts opportunities to benefit from fresh air and to use their energy levels in a healthy, productive way.

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

Staff develop sound relationships with the children, enabling them to develop their confidence and to feel safe and secure. Children approach their key person to meet their individual needs to ask for help or to have a turn using particular toys. The key people know their key children fairly well. They provide sufficient support to help them settle into the setting and encourage the older children to involve them in the activities. This helps all children to feel included and welcomed. Children behave in an acceptable way, having helped to write the rules for the setting. Older children support the younger children in various games, ensuring the younger ones have their turn.

Staff encourage children to wash hands before eating their snack and remind them about

sitting down to eat. A list of children's dietary requirements and allergies is available and kept in the kitchen during food preparation to ensure children's needs are adhered to. Staff prepare the snacks for the children, but do not hold a basic food-hygiene certificate which is a breach of the statutory requirements. Opportunities for children to be independent at snack time are not promoted. For example, children queue up at the serving hatch and are given their snack. Staff show a poor understanding about healthy eating and do not review the menu. Consequently, children have a limited choice of snacks or healthy options. Drinking water is available at all times and children find their water bottle to fill up each day. However, the bottles are not washed on a daily basis and therefore do not promote good hygiene routines.

Staff show a basic awareness of safety issues in the environment but are not always deployed effectively to ensure children are supervised at all times. For example, school pick-ups result in staff collecting children from different schools and consequently, some children arrive before others and are left alone as staff collect other children from the school classrooms. Children show a sensible approach to keeping themselves safe and understand the rules of the setting. For example, children always inform staff if they need to leave the hall and help each other carry resources into the hall. Staff carry out risk assessments to identify hazards and procedures are put in place to minimise these. Documentation for the recording of accidents is in place, but there is no member of staff who holds a current paediatric first-aid qualification working on the premises. Although staff show a basic understanding about dealing with minor accidents, this is a breach of the statutory requirements.

Staff provide an acceptable range of resources for children and put an assortment out on mats around the hall. Children move around the hall accessing these basic resources but are not able to freely access alternative resources due to a lack of storage. The toys and resources are suitable for the ages of children attending. However, resources to promote children's creativity such as arts and crafts, natural materials or a comfortable quiet area to look at books are not offered regularly or made accessible. Staff offer different resources throughout the week, but the weakness with the planning prevents some children not being able to access resources to meet their individual choices.

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

This inspection was brought forward due to concerns received by Ofsted. These concerns related to first-aid qualifications, food-hygiene training and knowledge of children's dietary requirements. Evidence found that staff have a list of children's dietary requirements and allergies available in the kitchen during food preparation to ensure they adhere to children's individual dietary needs. However, there is no member of staff working with the children who holds a current paediatric first-aid qualification or a food-hygiene certificate to promote children's welfare adequately. This breaches the statutory requirements of the Early Years Foundation Stage and the associated requirements of the Childcare Register.

The leadership and management of the club do not keep the documentation organised

and up to date. Consequently, the majority of the documentation on display is out of date, does not contain the correct information, or is not accessible as required. There are satisfactory recruitment procedures in place. However, records of staff qualifications and evidence of their completed Disclosure and Barring Service checks are not available for new staff, thus breaching the statutory requirements. A written safeguarding policy is in place and staff have been given a copy. However, they have not received training to update their safeguarding knowledge to enable them to implement the policy effectively. Staff are able to explain the process they would follow if they had concerns about children in their care, but were not sure how or where they would record their concerns to ensure children are protected effectively. Staff receive termly supervision sessions with the manager and annual appraisals. This enables the manager to generally discuss staff training needs. However, staff's continuous professional development is not fully supported so that their training and qualifications are up to date to safeguard children and promote their welfare effectively.

A process of self-evaluation has been carried out by the manager but this does not provide an accurate picture of the setting. The views of children, parents and staff are not taken into account and as a result, staff are not aware of the weaknesses in the club. This lack of effective monitoring has resulted in breaches of the statutory requirements which effect children's welfare, safety and well-being. Parents spoken to at the inspection were satisfied with the care their children were receiving. Staff greet parents on departure and share any information or messages from the school. Parents stated they had completed various forms regarding personal details when their children started. Parents of children in reception were aware of their child's key person and had seen their child's assessment record.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register)

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	EY390510
Local authority	Croydon
Inspection number	967105
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	44
Number of children on roll	28
Name of provider	Top Kids Clubs Ltd
Date of previous inspection	09/10/2009
Telephone number	02087 632 396

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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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