

Superkids Club Ltd

St James Church Hall, St James Avenue, Beckenham, Kent, BR3 4HF

Inspection date

09/06/2014

Previous inspection date

26/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 in the early years age range are making good progress through the developmental stepping stones. This is due to key persons knowing them well and planning activities that they will enjoy and extend on their learning.
- The setting has a high regard for children's safety, supporting them to have a good understanding of how to play safely and take charge of their own well-being.
- The setting's evaluation process includes children's views and opinions and helps staff to make positive changes to continuously improve outcomes for children.
- Children's behaviour is good and they respond positively to the positive reinforcement they receive.
- Adults are polite, warm and welcoming. Children respond positively to this resulting in them developing good social skills and being thoughtful towards others.
- Key persons have good relationships with parents, carers and schools, working together to meet children's needs.

It is not yet outstanding because

- Places for children to do their homework and relax or rest in comfort are not always available.

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 activities on the walk from school, indoors and in the two outside areas.
- The inspector had discussions with staff, parents and children.
- The inspector undertook a joint observation with the deputy manager.
- The inspector sampled a range of documentation including attendance records, staff records, children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

Superkids Club (St James) is one of four privately run out-of-school clubs operated by Superkids Club Limited. It opened in 2004 and re-registered as a limited company in 2013. It operates from a church hall in Beckenham, in the London Borough of Bromley. The club provides a holiday play scheme for the local community and a before and after school facility for children attending the Marion Vine school. Children have access to two enclosed outdoor play areas. The club opens each weekday all year round from 8am to 9am and from 3.15pm to 6pm. The holiday club opens each weekday during all school holidays, except December, from 8am to 6pm.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 58 children on roll, eight of whom are in the early years age range, some in part-time places. The club currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

There are nine members of staff, seven of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3 and level 2.

What the setting needs to do to improve further

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

- make space for children to do homework or sit quietly without interruption from others.

Inspection judgements

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

Toys and resources are arranged around the play areas and children make choices about what they play with. However, they also know what else is available and requests for other toys and resources are supported by staff who are keen for children to lead their own play. Children feel safe and secure at the setting resulting in them feeling confident and happy. They have formed strong relationships with each other and the adults who they turn to for support. Staff are kind and caring, listening to children and engaging in conversations about things that are important to them. Due to the adults' compassion, children are able to talk about how they feel, knowing that they will be listened to and supported. Children are polite, reminding each other to be polite too. They play very well together, taking turns and sharing. The environment is rich in discussion with children and adults engaged in conversation. Some children speak English as an additional language and the setting works collaboratively with parents and carers to support children and

make sure that greetings are in the home language.

Children follow instructions well as staff give clear guidance and reasoning. Children enjoy sharing their favourite books with their friends. However, sometimes their enjoyment of books is interrupted as children ask them to move in order to participate in noisier play where they are sitting. Although the group plan for children to be able to do their homework if they wish, on the day of the inspection they were not afforded the opportunity to do so in a comfortable environment. While making playdough staff help children to develop their mathematical understanding when counting out how many cups of flour are needed, for example.

Children enjoy playing outside where they participate in activities that develop their physical and personal, social and emotional skills. For example, children take turns at ball games, pull each other on the rope swing and climb on equipment. Younger children benefit from outside play, developing their risk-taking play as they watch and copy older children, attempting what they do. Children use tools to create desired effects with play dough and draw recognisable pictures. Some of their art and craft is displayed and others shared with parents and carers, making them feel that what they have created is valued. Children enjoy music and request music to dance along to. When favourite songs are playing children turn the music up to share with their friends. Children sing favourite songs as they play, showing they feel comfortable in the environment. Programmable games are available if requested and children talk about their favourite games with enthusiasm. When playing in the grassed outdoor area children explore the local wildlife. At group time children talk about things that are important to them, sharing celebrations with everyone else. Parents and carers are encouraged to participate and bring items of interest that reflect their cultural backgrounds, sharing festivals with all children. Consequently children learn about diversity and the social world through interesting experiences.

Each child in the early years age range has a developmental folder which contains written and photographic observations as well as artwork. When children start at the group key persons liaise with parents, carers and pre-schools that children attended so that they are aware of children's interests, strengths and where they require further support. This means that learning is continuous and meets the individual needs of each child. Parents and carers look at their children's developmental folders in conjunction with key persons, involving them in their learning. Parents are encouraged to add to the developmental folders, sharing children's achievements, and staff give them ideas on how to continue learning at home with their child. This united approach to learning is helping children to make good developmental progress. Children are encouraged to participate in activities that they would not normally engage in as staff incorporate favourite themes into them. For example, children who enjoy outside play are encouraged to participate in cookery sessions by making sports-themed food. This helps children to participate in a broad and varied curriculum. Staff give children space to play and explore. They enable children to be active learners who are free to be creative and think critically. Staff interact well with children, supporting them to develop their play, but are skilled at knowing when to stand back and let children lead their own play.

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

Children are happy and confident. They enjoy being at the group and write letters to that effect. To help children become more involved in the running of the group older children are part of a council who evaluate what they do and make suggestions that they feel will enhance their time at the setting. For example, they have asked to visit the local park and staff are working closely with parents and carers to make this happen. Children are also looking forward to watching a movie while eating popcorn, following up another suggestion. Children are well behaved as staff give clear guidance on what is acceptable behaviour. Children have devised behaviour rules which they display with drawings to demonstrate meaning so that all understand. They tell the inspector that the group uses time out to manage behaviour during which they think about how their actions have affected themselves and others. Children feel that this is fair and particularly appreciate how children are rewarded for good behaviour by being named as the week's super girl or boy, applauding proudly those that are. Children have a good awareness of how to play safely. They think of others when playing with balls, for example, ensuring that those around them are not affected by their play. During the walk from school to club older children help younger ones to be safe and all children have a high regard for crossing the road, doing so quietly and with regard to traffic.

Children take charge of their own well-being. They are given reminders to have drinks after physical exercise but also help themselves, showing awareness of the effect exercise has on their bodies. Children make choices about whether they wish to play in or outdoors and are supported to understand the importance of regular fresh air and exercise to a healthy life style. Before snacks children do not need reminders to wash their hands. They enjoy healthy and nutritious snacks which meet their dietary requirements. Snack time is a social occasion and children help to arrange tables, clear up and serve themselves to further build on their independence which was recommended at the previous inspection. Although the environment offers interesting and varied activities there is limited space for children to be able to sit, rest and enjoy quiet times if they wish to support their well-being. Children are prepared for their transitions from primary to secondary school. Key persons work closely with parents and carers to help children develop their independence skills further in preparation for this step.

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

Children play in a safe and secure environment. Staff have a very good understanding of their role in safeguarding children. Regular risk assessments help them to ensure that children play in a safe environment. When any potential risks are identified immediate action is taken to address them. For example, during the walk from school to club a member of staff brings the manager's attention to a risk which the manager says she has already identified and shared with local authorities to ensure that the walk is as safe as possible. Staff are vigilant during the walk and place themselves along the line of children to help keep them safe. The staff use risk assessments efficiently, to look at individual children and procedures put in place to ensure that everyone is safe. Staff have a good

understanding of the procedures to follow should they have any concerns about a child and the signs that may worry them, working to safeguard and protect children. Staff are aware of their roles at each session and sound procedures are in place to ensure that suitable adults are employed and vetted, ratios are maintained and children receive the support that they require to meet their needs.

This is a highly evaluative setting that strives to improve outcomes for children and their families. Parents, carers and children's views are valued and taken into consideration when evaluating and making plans for improvement. Consequently, children benefit from a setting that continuously evolves to provide good outcomes for them. Key persons also review children's learning and development to ensure that they continue to make progress through the developmental stepping stones while participating in interesting and varied activities in all areas of learning. Appraisals are undertaken and staff participate in much training, helping them to develop their understanding and offer up-to-date care practices. Policies and procedures are detailed and give a clear picture of the setting. They are shared with parents and carers so that they are fully aware of the way the setting cares for their child.

The setting has strong relationships with the school that children attend. They liaise closely with them so that they are able to support all children and offer individual care. They work closely with the school to devise strategies for managing behaviour. Each child has a communication book which is shared between the club, school and parents. This enables everyone to share matters of importance and further supports the club to meet children's needs. When children require additional support staff work closely with other professionals to ensure they receive the support that they require. This results in children's needs being fully met. Parents and carers are welcomed warmly to the setting. Before children start they share information with key persons that enable them to meet each child's needs. This results in children settling at the club very well. Parents and carers report that they are very happy with their choice of childcare. They say that staff are very welcoming, polite, professional and attend to their children's needs well.

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	EY463056
Local authority	Bromley
Inspection number	960360
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	58
Name of provider	Superkids Club Ltd
Date of previous inspection	26/11/2013
Telephone number	07732305454

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

