

Kids Club 2001

Laleham C of E Primary School, The Broadway, Laleham, STAINES, Middlesex, TW18 1SB

Inspection date	01/04/2014
Previous inspection date	21/03/2012

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 is no named deputy in post who is qualified and capable to take charge in the manager's absence and staff are unclear about who is responsible for the day-to-day management of the after-school club.
- Staff are not suitably qualified so qualification requirements are not met.
- Staff are not consistently well deployed, particularly when both the indoor and outdoor environments are being used, to ensure the needs of all children are being monitored and met.
- Staff are not confident and consistent in the management of all children's behaviour. As a result, there are times when the behaviour of older children impacts on the experiences of younger children.
- There is no documentation available to confirm that there is a suitably qualified first - aider on the premises at all times.
- Information regarding complaints is not stored on the premises, due to security measures. This has a direct impact on this information not being available to Ofsted when requested in the absence of the provider.

It has the following strengths

- Staff share caring interaction with children and plan and provide an appropriate range of activities that children enjoy.

- Children benefit from being outside and use of the extensive school grounds using their physical skills and enjoying fresh air.

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 inspection time in the after-school club observing staff and children.
- Safeguarding was discussed with the staff and the manager covering at the club on the day of inspection, and the after-school club's safeguarding policy was sampled.
- The inspector shared joint observations and a leadership discussion with the stand-in, covering manager and a short phone discussion with the provider.
- Parents' views were gathered through discussion with some parents.
- The inspector sampled documentation, records and children's information and development records

Inspector

Jane Nelson

Full report

Information about the setting

Kids Club 2001 (Laleham) registered in 2011 and is one of five after-school clubs operated by Kids Club 2001 Ltd. It operates from Laleham C of E Primary School in Laleham on the outskirts of Staines in Middlesex. Children have access to 'the hut', which is the school's art room, and an enclosed outside play area. The club is also able to make use of the school grounds. The club operates each weekday from 3pm to 6pm during term time, and from 8am to 6pm during some school holidays according to demand. Children aged between four and 11 years of age attend the after-school club.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 27 children on roll, of whom eight are in the early years age group. The club is staffed according to the number of children present. The manager has an appropriate qualification at level 3, one member of staff is working towards a qualification at level 3 and one has a qualification at level 1. A stand-in manager was present during the inspection. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. It works in partnership with the school where the club is based and also with the local authority and the other settings within the Kids Club 2001 company.

What the setting needs to do to improve further

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

- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence; and that staff and parents know who the manager and deputy are and their responsibilities
- ensure at least half of all staff, in addition to the manager, hold at least a full and relevant level 2 qualification
- ensure that staff are deployed to meet the needs of all children and ensure their safety, with particular regard to monitoring when different areas, such as the indoor and outdoor environments are being used, taking into account the numbers of children in both environments.
- ensure staff are confident and consistent in managing children's behaviour and monitor that the behaviour of older children does not impact on the care of younger children
- ensure there is a record available to show that at least one person, who is on the premises at all times when children are present and accompanies children on outings, has a current paediatric first aid qualification
- ensure suitable arrangements are in place to make the record of complaints available to Ofsted on request.

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

There are significant weaknesses in aspects of the leadership and management that have a direct impact on the organisation of the setting. This results in a number of legal requirements relating to the Early Years Register and both parts of the Childcare Register not being met. Some of these relate to the management of the setting, staff experience and qualifications and the consistency of their deployment, which have a direct impact on children's experiences.

The after-school club provides an appropriate environment for children to socialise with each other after their school day. Staff share affectionate and caring interaction with children and provide an appropriate range of activities. They use information about children's interests when they first come to the club to plan activities that children enjoy. Staff record short ongoing observations for individual children which help them support children in specific areas such as encouraging listening and building social skills. This

supports children's development, complements their learning experiences at school and helps children prepare for the next stage in their learning appropriately.

Children arrive after their school day, pleased to see each other and staff. They have fun playing in the outdoor sandpit which is situated in an enclosed area adjacent to the indoor room used by the club. Children socialise and work together, chatting and involving themselves in each other's play. Staff involve themselves in some aspects of children's play, encouraging them to explore the sand in the sand pit. They discuss the small insects children can see in the sand and children discuss red ants telling each other 'red ants bite you', 'they are poisonous'. This encourages children's communication skills and observation of the world around them. Children use their coordination and physical skills concentrating as they fill and empty buckets and containers making sandcastles. They make comparisons, describing the sand as being 'like flour'. Staff suggest adding some water which children help to carry in watering cans and observe changes in the consistency of the sand. Children enjoy having their bare feet in the sand, and show delight as they wiggle their feet saying 'oh, it feels so nice'.

Staff generally interact with children appropriately, they are caring and friendly, sometimes sitting with children and involving themselves in discussion. However, staff are not consistently aware of what other children are doing. For example, on occasion, if staff are focused on one activity, such as listening to a child read or making a snack, they are not aware of what other children around them are doing. As a result, staff are not consistently proactive in predicting, observing and addressing negative behaviour of older children, and how this impacts on the younger children's experiences.

Children benefit from having access to the extensive school grounds in addition to the smaller enclosed outdoor play area during parts of the after-school session. They enjoy the freedom of the large expanse on a sunny evening as they climb, run, balance and expend energy, which encourages their physical development. Generally, staff supervise children appropriately during indoor and outdoor play. However, they do not consistently monitor and re-evaluate how well they are deployed to meet children's needs. For example, they fail to communicate with each other to make sure they know how many children are inside and outside.

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

Children arrive hungry after their school day and some immediately eat the snack staff are preparing. Generally, children are happy, show confidence and say they enjoy coming to the club. They greet staff and are happy to see each other on arrival. This is a busy time and some aspects of older children's behaviour during this time has a negative impact on younger children, such as over exuberance and play fighting which younger children may feel frightened by or copy. Generally, risk assessments are used appropriately to check safety issues in the premises and outdoor area. However, staff are not consistently proactive in making sure the room is cosy and welcoming for children, for example by replacing covers for storage that contains art materials used by the school. Some staff encourage children's awareness of their own safety, for example by reminding them why

they need to put their shoes and socks back on when they get out of the sandpit.

Children have daily opportunities for outdoor play, which supports their good health and wellbeing. Children enjoy being outside, they run, balance, roll and catch balls and hoopla hoops and enjoy making dens from materials held together with pegs. However, on occasion, the energetic play of older children, for example when they pull each other across the floor by the feet and throw hoopla hoops over an area where younger children are playing, impacts on younger children's safety and sense of well-being.

Daily routines in the after-school club and socialising with children in different classes promote friendships and discussion between children. This helps to support children at times of approaching change such as the move to a new class or a change of teacher.

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

This inspection took place following a notification from the provider and information received by Ofsted that suggested the provider may not be meeting legal requirements relating to safeguarding practice, suitable people, managing behaviour and changes that must be notified to Ofsted.

Staff understand their and the provider's, responsibilities relating to safeguarding and child protection. They identify issues that would raise concerns about children's welfare and know the procedures to follow if this occurs or they need to use the whistle-blowing procedure. Some staff have attended basic safeguarding training and a member of staff is booked to attend more in-depth training in relation to their future role as the designated person. Other staff are awaiting training. Staff use risk assessment adequately to monitor safety. They reassess some aspects as situations arise. For example, the stand-in manager identifies that children need to stay in the enclosed outdoor area until a school football match in the school playing field has finished. Staff supervise children adequately but are not consistent in making sure they deploy themselves according to where different ages and numbers of children are, and to take account of what they are doing.

Staff understand some aspects of their own and the provider's role, but they are confused about the day-to-day management of the after-school club. For example, they are not clear and are not informed why the manager they are expecting does not arrive in time for the club to open. Although a stand-in manager arrives to take over, this confusion continues until they are advised the manager they are expecting will not be returning. The remainder of the staff team do not have appropriate childcare or play work qualifications, there is no deputy who is able to take charge in the manager's absence, and there is no record to confirm that a member of staff has a valid first aid qualification. As a result, legal requirements are not met regarding staff qualifications, a named deputy being in post, and records being available to demonstrate that there is a member of staff with a valid first aid qualification on the premises during operating times. Most of the required documentation and records are maintained. However, records relating to complaints are not kept on the premises, a decision made by the provider for security reasons. In the

provider's absence the complaints record is not available for inspection. Many of the breaches of requirements in relation to the Early Years Register also apply to the requirements of the Childcare Register.

The provider has appropriate recruitment and vetting procedures in place to establish staff suitability to work with children. However, these are not consistently implemented to monitor that staff qualifications and experience meet requirements. The staff currently employed are quite new in post and some are in the process of attending initial training relating to safeguarding and first aid. Staff have individual and group meetings with the provider, and have an annual appraisal which is used to identify some training needs and future development. Staff manage some aspects of children's behaviour appropriately, such as talking to children and explaining why they need to stop doing something. However, staff are not consistent in predicting, addressing and minimising the impact of older children's behaviour on younger children.

The provider has a system for self-evaluation and staff say they have been asked to contribute to this, but there is little evidence relating to evaluation or how practice is reviewed. The after-school club has a range of appropriate resources and equipment. These include some resources children can use for a variety of purposes and that engage their imagination. For example, lengths of material and clothes pegs, to make hideaways or dens, dressing-up clothes, and fairy wings.

Staff work appropriately with the school, communicating and sharing information on a daily basis as they collect children. Parents praise the after-school club and view it as a useful resource that provides after-school care that children enjoy. They say their children enjoy coming and often talk about what they have done or enjoyed at the club.

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 half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children. (compulsory part of the Childcare Register)
- make available to Ofsted, on request, a summary of complaints made in relation to

the requirements during the past 12 months and the action that was taken as a consequence (compulsory part of the Childcare Register)

- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children. (voluntary part of the Childcare Register)
- make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (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	EY436230
Local authority	Surrey
Inspection number	940425
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	27
Name of provider	Kids Club 2001 Limited
Date of previous inspection	21/03/2012
Telephone number	01784 453 556

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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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