

Abelle Kids Club Thomas Arnold

Rowdowns Road, Dagenham, RM9 6NH

Inspection date

Previous inspection date

02/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- The atmosphere is relaxed and welcoming; consequently children settle quickly and happily participate in activities.
- Staff that are involved with the early years children have a sound understanding of how to deliver the learning and development requirements.
- Children's physical development is supported well as they have daily access to the outdoor area and participate in a range of outdoor activities.

It is not yet good because

- Documentation relating to the suitability of staff working at the setting is not kept on site and is therefore not easily available and accessible for inspection.
- Children do not consistently have good opportunities to participate in role-play activities.
- The process of self-evaluation is evolving, however it does not take account the views of all staff, parents and the children to help drive improvement.
- Books are not always accessible to help build upon children's interest in early reading, and to develop an interest and appreciation of books.

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 throughout the session.
- The inspector held discussion with parents, staff and children.
- The inspector took into account the views of children and parents via questionnaires.
- The inspector checked evidence of suitability and qualifications of staff.
The inspector looked at a range of documents and policies, including staff records, safeguarding policies, children's observations and assessment records and the self-evaluation form.

Inspector

Sharon Henry

Full report

Information about the setting

Abelle Kids Club Thomas Arnold registered in 2013 and is a privately-run provision which is registered as a limited company. The club operates from Thomas Arnold Primary School in Dagenham, in the London Borough of Barking and Dagenham. The club has access to the school hall, the kitchen, and cloakroom facilities and the school playground for outdoor play. There are wheelchair access and disabled toilet facilities. The club is available to children who attend Thomas Arnold Primary School. The club employs three members of staff who all hold appropriate early years qualifications. The club opens each weekday from 3.15pm until 6pm, term time only. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of whom one is in the early years age group.

What the setting needs to do to improve further

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

- ensure all mandatory documentation with regard to staff's suitability is available on the premises and available for inspection.

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

- develop self-evaluation processes by taking into account the views and ideas of staff, parents and children and clearly identify areas for improvement to the provision and practice
- further develop children's critical thinking by providing opportunities for them to use their imagination, for example by improving the provision for role play
- develop the accessibility of books, so children can select them independently, to enhance their enjoyment and appreciation of books.

Inspection judgements

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

Children in the early years attend the club alongside older children. Overall, they are achieving and enjoy their time at the club. Staff demonstrate sound knowledge of the seven areas of learning of the Early Years Foundation Stage and support children's

learning through play appropriately. They provide access to an adequate range of resources that generally capture children's interests and hold their attention. As a result, children are happy, have fun and enjoy coming to the club.

Staff working with the early years age group are establishing suitable methods of observing children's achievements, which help them in supporting children in making sound progress. Staff engage in children's conversations and games, and provide help when required to move their learning on.

Children enjoy participating in creative activities as they focus on expressing themselves through art work using resources such as different coloured tissue paper, glue and glitter. They then proudly share their achievements with staff, knowing that their efforts are valued, which promotes their self-esteem. Children enjoy their outdoor play and develop their physical skills as they have access to the school playgroup. They enjoy roller skating and skipping as well as playing team games such as football and basketball. There are some opportunities for children to draw and write to develop their literacy skills as they have access to pencils and crayons. However, the organisation of resources does not provide children with daily access to books which limits their opportunities to develop pre-reading skills. Furthermore there are fewer opportunities for children to develop their imaginative skills due to a lack of resources to support role play.

Parents are involved generally well in their children's learning. They are invited in regularly to discuss their children's learning and development with key staff. They look at their child's learning journal and assessment records and are encouraged to add their own comments about their children's achievements at home. Information is gained at the beginning of the placement about children's care, learning and development needs, which enables staff to meet the overall needs of each child.

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

The ethos of the club is that children can play and relax after school. Children are developing their confidence and are happy attending the club. They enjoy warm relationships with the key staff that care for them and children are forming firm friendships. This enables children to enjoy their play activities as they readily include each other in their play. Staff are friendly and approachable and act as positive role models. They support children sufficiently in their activities and ensure that there is an appropriate balance of adult-led and child-initiated play to help children gain new skills. The key-person system is developing and staff ensure that there is sufficient support for younger children to meet their needs. For example, staff play alongside them with board games and in writing activities.

Children behave well and show good consideration for others during their play and the daily routines. For example, an older child helps a younger child balance on the roller skates as they develop their physical capabilities. Consequently, staff are promoting their independence and the children's sense of achievement. Young children benefit from the good role models provided by older friends, who are consistently kind and helpful.

Children respond well to the staff team's strong use of praise and encouragement, which supports each child in developing their self-esteem and feelings of security and belonging. As a result, children become confident communicators and happily contribute to discussions and group activities. For example, a child comes in to the setting very keen to share some news with the group.

Children learn how to play safely as staff supervise their activities and all aspects of the premises are safe and maintained well. Staff help to develop children's awareness of safe practices. For example, they regularly take part in fire evacuation drills. This develops their understanding of procedures to follow in the event of a fire.

The children understand the need for effective hygiene routines as they wash their hands before thoroughly enjoying snack time. This offers children the opportunity to be independent as they make choices of what they want to eat and help themselves. Snack times are enjoyable and offer opportunities for children to talk and socialise with one another. They eagerly discuss their food preferences, which helps to promote their understanding of healthy eating and their communication skills.

Care arrangements are discussed at the start of any placement and staff ensure that they work closely with parents to meet the children's individual care needs. Staff have implemented procedures to liaise with the children's school teachers. This supports children's transition to and from each setting and it enables staff to provide some tailored support for children in the early years age range.

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

The manager and staff demonstrate a suitable understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Recruitment, vetting and induction procedures are secure and help safeguard children. New staff are not left unsupervised with the children until all checks regarding their suitability to work with children are complete. This helps to ensure children are cared for by qualified and suitable adults. However, documentation relating to staff's suitability is not always available on the premises, which is a breach of requirements. This is because staff sometimes work at another of the club's sites. This does not have a significant impact on the children's welfare because sound safeguarding procedures are implemented to protect children. All other mandatory documentation is in place and staff maintain this appropriately.

All staff are trained in safeguarding and the protection of children, therefore, they are secure in their knowledge of how to deal with concerns about children's welfare. They supervise the children well and carry out various risk assessments of the premises, which contributes to ensuring children's safety and security.

Overall, engagement with parents is developing appropriately and parents speak positively about the setting. Parents are made aware of the club's policies and procedures, with key policies put up on display on the notice board as well as details of staff.

The owner maintains regular contact with the manager. This contributes to maintaining an overview of how the setting works in practice. The manager monitors the quality of teaching and the activities on offer to identify areas for further development to improve outcomes for children. For example by working alongside staff, conducting regularly team meetings and annual appraisals, and reviewing children's development files. Some training opportunities are provided for staff, to encourage their ongoing professional development. Overall, the setting shows a suitable capacity for improvement and management have some ideas about how to further develop and improve. However, effective systems for evaluating the quality of the setting, in conjunction with staff and children, are not fully embedded. As a result further improvement does not take into account all staff, parents and children's views.

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	EY473937
Local authority	Barking & Dagenham
Inspection number	949385
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	1
Name of provider	Abelle Limited
Date of previous inspection	not applicable
Telephone number	07804291817

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

