

Sherpa Kids at Avanti Court

Avanti Court Primary School, Carlton Drive, Barkingside, Essex, IG6 1LZ

Inspection date

14/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, there is a good balance of adult-led and child-initiated activities that supports children's learning.
- Security and safeguarding children are of paramount importance. Staff have effective strategies to ensure children are protected from harm at all times.
- Good partnerships with parents ensure that information is regularly exchanged to meet children's individual needs.
- Effective links with the school that children attend ensure that they experience continuity in their learning and smooth transitions.

It is not yet outstanding because

- Staff do not always provide children with a full range of technology resources. This sometimes reduces children's learning opportunities for understanding the world.

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 in the playroom and playground.
- The inspector held discussions with the owner, staff and children.
- The inspector looked at records of children's assessment and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views by speaking with them on the day.

Inspector

Jenny Forbes

Full report

Information about the setting

Sherpa Kids at Avanti Court registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by Skids-UK Ltd. It operates from Avanti Primary School in Barkingside, in the London Borough of Redbridge. The afterschool club provides a service for children from Avanti Primary School. It operates Monday to Friday from 3.10pm till 5.30pm term time only.

The afterschool club employs two members of child care staff, both of whom hold appropriate early years qualifications, one at Level 6 and one at Level 3. The after school club has capacity for 30 children although only 12 generally attend at any one time. Some of these children may be within the early years age group. Children attend for a variety of sessions. Children have daily access to the school playground and other outdoor play facilities within the school grounds. The afterschool club supports children who are learning English as an additional language.

What the setting needs to do to improve further

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

- provide a wider variety of resources to promote children's experience of technology to further support their understanding of the world.

Inspection judgements

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

Staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage and a very secure understanding of how children learn. There is an effective balance of child-initiated and adult-led play based activities. The quality of teaching is good as staff engage in interesting and exciting activities with children to promote their development in all the seven areas of learning. Staff encourage children to extend their activities and praise their achievements, thus promoting their willingness to learn. For example, as children successfully complete a jigsaw puzzle, staff give praise and encourage them to try a more difficult puzzle, while ensuring that the children put one away before taking another out. This also supports skills that children need to learn for the future. Discussions with parents and schoolteachers enable key persons to understand children's abilities and interests and to provide appropriate resources to support them. As a result, children are motivated and eager to learn, and any gaps in their learning are quickly identified and supported.

Children have very good opportunities to demonstrate their creativity and improve their skills as they dip toy cars into paint and make patterns with the wheels. They make

models to support their theme for the week out of cardboard, balloons and paper. They make cards for their parents and write long and sensitive verses. Staff encourage the children to do things for themselves and for others, such as tying their friends' apron strings, which supports their physical and personal, social and emotional development. Children have many opportunities to develop their physical skills in the school playground and they play exciting games that make them laugh and want to join in. For example, children stand in hoops which are their islands and they run around trying not to be caught by the 'crocodile'. Staff support children to acknowledge and explore a variety of cultural festivals and events, which help to widen children's understanding of the world. However, they provide fewer resources to promote children's experience of technology, which means that their ability to explore this area of development is reduced.

Children's communication and language development is supported well as they remember and recite their ground rules. Staff spend time engaging children in conversation and ask open-ended questions to promote their thinking skills. Staff provide many opportunities for children to express themselves and discuss the things that interest them. Staff encourage the children to make suggestions for future themes and activities to incorporate into their planning. Children who speak English as an additional language are encouraged to teach others some words in their language. Children are encouraged to become independent learners, which supports their progress to the next stage in their learning.

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

Children build close and caring relationships with all staff and other children. They are well behaved, outgoing, friendly and sociable. Children are happy at the club. They eagerly invite a visitor to come and join in their game. Staff ensure that children understand how to behave responsibly by acting as positive role models. Children draw up their own ground rules and receive stickers for good behaviour. Children learn a sense of responsibility as they undertake tasks and support those who are younger or new to the club. They are encouraged to tidy away activities before they begin something new and are involved in the setting up of new activities. Staff praise children for the smallest achievement, which boosts their self-esteem and encourages motivation. Children confidently select resources and lead their own play. They play cooperatively together and make friends with children from other age groups.

Children's safety is paramount at the club. Staff supervise children in all areas including outside and in the toilet areas. Thorough risk assessments are carried out prior to children attending the club and throughout the session. Children learn how to keep themselves safe. For example, when moving out of their play area they stay close together and carefully follow staff instructions. They tell a visitor to stay close so as not to get lost on the way to the playground through the school grounds. Staff lead a discussion about safety on the roads when they are out walking or when getting out of a car. Children are asked to recite the most important aspects of road safety and they add their own thoughts and ideas. Children's health is promoted through good hygiene procedures as they are encouraged to wash their hands before eating and after playing or visiting the toilet. Children have plenty of opportunity to play outside in the fresh air. They have access to a

large playground, with a writing area and climbing and balancing apparatus.

Children learn about eating healthily as staff ask them what fruits they have eaten that day and they talk about the different fruits they will be trying next week during their food themed week. Fresh food is prepared for children's snacks and they help themselves to fruit and cartons of milk. Children learn good table manners and show politeness, and know when to sit still and listen. These skills support children in school and equip them well for the future. Children have access to water continuously and they take turns to carry the water jug and cups when playing outside. They are hot after running around and eagerly pour themselves a drink to energise them saying 'we are getting more energy now'. Staff are kind and caring to the children, they listen to their worries and take them seriously. They help them to find missing items of clothing when they are worried they might have lost them.

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

Staff demonstrate a good understanding of their responsibilities to promote the learning and development of all children. The proprietor and staff work closely together as a team to ensure children enjoy effective support that promotes their progress well. Staff work in partnership with the school and the parents to identify children's starting points so they understand from the beginning where children are in their development. Children's progress is observed and shared with parents on a daily basis. The educational programmes are closely monitored by the manager and evaluated at the end of every day to ensure they meet the needs of all children attending. Policies and procedures for the effective management of the club are regularly reviewed, including a safeguarding policy which is understood and implemented by all staff. The use of mobile phones is restricted in the club to ensure that children are protected at all times. Children are well safeguarded as staff understand when and how to raise a concern if necessary.

Fire drills are practised frequently and children and adults know what to do should an emergency arise. Staff ensure that every day there are sufficient well-qualified staff available to support the children in their play and learning. Rigorous recruitment procedures are followed and new staff receive a thorough induction into the club's policies, procedures and practices. Arrangements for staff supervision and appraisal are in place and all staff are encouraged to undertake regular and frequent training in order to continue to develop their knowledge and skills. The proprietor of the club has ambitious plans for its future improvement. He works closely with the manager to decide on the provision of new resources and they actively seek the views of children and parents.

Information is gathered from parents about children's individual health needs and staff have undertaken first aid training so they can deal with minor injuries should the need arise. Information for parents is displayed on a notice board and parents know they can communicate with staff by telephone or text message, should they need to during the session. Parents are invited to meet with staff regularly to discuss their children's development. Children's key persons work in partnership with the reception class teachers

when assessing their next steps, so that the two settings complement each other and work in harmony. Parents speak very highly of the after school club saying that they feel it is an extension of the school as they work so closely in partnership with the teachers. This essential link with the early years teaching staff effectively ensures the continuity of learning for the 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	EY468078
Local authority	Redbridge
Inspection number	937805
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	30
Name of provider	Skids-UK Ltd
Date of previous inspection	not applicable
Telephone number	0208 551 9489

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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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