

Kids Like Us Limited

Southwater Infant School, Worthing Road, Southwater, Horsham, West Sussex, RH13 9JH

Inspection date	17/07/2014
Previous inspection date	23/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- A wide range of highly stimulating activities promotes all children's learning through an excellent balance of child-initiated and adult-led activities.
- Staff have an extremely good understanding of promoting children's effective learning. Therefore, children make considerable progress given their starting points.
- The key-person system successfully helps children to settle and they form very strong relationships. Therefore, children are extremely well behaved, confident and self-assured.
- The experienced supervisors rigorously monitor the educational programme, the performance of staff and targeted plans to monitor their skills.
- Extremely effective procedures are in place to safeguard children, and a successful partnership with parents and other early years professionals contributes significantly to children's needs and well-being.
- The senior staff team implement and oversee a thorough self-evaluation programme to maintain consistently high quality provision for the children.

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 self-contained classroom and outdoor environment.
- The inspector held meetings with the management team.
- The inspector sampled children's development records, summary reports and activity plans.
- The inspector sampled a range of policies and procedures and held discussions with management on child protection, recruitment and complaints procedures.
- The inspector took account of the views of children and parents spoken to on the day of inspection.

Inspector

Janet Thouless

Full report

Information about the setting

Kids Like Us is run by Kids Like Us Limited. It opened in 2006 and operates from a self-contained classroom which is situated in the grounds of Southwater Infant Academy. The Academy is in the centre of Southwater, Horsham in West Sussex. The out of school club is open from Monday to Friday during term time only for a breakfast club from 7.45am until 8.50am and from 3.15pm until 6.00pm for the after school provision. All children have access to a secure enclosed outdoor play area. The club welcomes children with special educational needs and/or disabilities and those who are learning English as an additional language. There are currently 61 children aged from four to eight years on roll. Children attend from the local and surrounding community. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The out of school club employs 10 members of staff. Of these, seven hold appropriate early year's qualifications.

What the setting needs to do to improve further

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

- extend children's literacy skills further by providing more opportunities for them to write for a purpose.

Inspection judgements

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

The staff team provide an exciting range of activities which motivate children and maximises their learning opportunities. Children make rapid progress as staff have an excellent understanding of the Early Years Foundation Stage and recognise how children learn through play. They use their expertise to effectively plan activities that successfully promote individual children's learning. Staff complete robust observations to understand children's learning styles and interests then use this information to shape the learning experiences. Staff form excellent partnerships with parents and work closely with them to establish children's starting points. They implement highly effective strategies to keep parents well informed about their child's ongoing progress through both written and verbal feedback. Parents receive summary reports throughout the year so they remain fully up to date on their children progress and topics participated in. Parents comment that they welcome and enjoy reading their children's observations, looking at photographs and reading summary reports.

Children thoroughly enjoy attending this after school club. They arrive excitedly and settle quickly, confidently choosing what resources or activities they wish to play with. They form firm friendships, share experiences and enjoy working together as part of a group. For

example, a small group of children play with action heroes excitedly discussing with each other how they intend to rescue the world from cyber space. Children extend their own play and learning by selecting different resources to create their own play scenarios. Staff readily follow children's lead and join in enthusiastically with play. Therefore, children become strong competent learners.

A very good balance of adult-led and child-initiated activities ensures that children are the prime instigators in their own learning. Staff have an excellent understanding of how children learn and are acutely aware of how different they can all be. Children enjoy experimenting using a range of materials when planting cress. They plant cress in damp paper towels or cotton wool then monitor how much water is used as the cress grows. They enjoy extremely interesting scientific experiments such as mixing carbonated soft drinks with mint sweets and watch with great excitement as the mixture erupts like a volcano. They do the same using frozen shaving foam. Staff use meaningful questions to stimulate discussions as to what children think is happening and offer explanations as to why different ingredients react when mixed together. These hands on experiences fully capture children interests and create a great sense of excitement. This develops children's critical thinking and problem solving skills. Therefore, children are very well supported in their scientific exploration. Children show highly impressive language skills as they confidently talk about what they are doing. They enjoy looking at and reading an excellent range of books which include fiction, games and reference books. However, there is scope to extend children's early writing skills for example by inviting them to add narrative captions to their creative work.

There are excellent opportunities provided for children to increase their understanding of the world through opportunities to observe and find out about people, places and the environment. Children make colourful rubber bracelets for local shop keepers to sell to raise funds to send to children's charities. They receive photographs of the children they have supported and this provides staff with opportunities to fully develop children's awareness of others and understanding of the wider world. Children thoroughly enjoy exploring nature in the shaded woodland area. They water sunflowers or participate in pond dipping within the school grounds. This leads to many interesting and animated conversations on nature, the life cycle of frogs and other pond life.

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

Children settle exceptionally well in the out of school club because the settling-in procedure is structured to provide nurturing interaction with staff. The highly effective key-person system ensures children are totally at ease in the club and as a result, they are extremely confident and self-assured. The behaviour of all children is managed very well and they learn to have respect for others. For instance, they spontaneously thank staff when they are offered fruit at teatime. In addition, behaviour management strategies tailored to children's individual needs are implemented to reflect those used in the school. Consequently, the continuity in learning and development provides a secure environment in which children know what is expected of them and their emotional well-being is successfully promoted. The classroom used is an exceptionally welcoming and attractive

environment. It has been developed to maximise children's opportunities to learn, and to ensure that children and their families are comfortable and confident. All resources used by children are of high quality, challenging and inspire children's interests.

Children learn about healthy lifestyles and have excellent opportunities to play in the fresh air in the large open spaces of the school. They giggle with excitement as they chase each other across large grassed areas playing drip, drip drop where the last child receives a cup of water over their head. They play games that require children to listen and cooperate with each other. Staff are vigilant and talk to children about the importance of keeping themselves safe in the sun. They remind them throughout the session to apply liberal amounts of sun cream, wear sun hats and drink plenty of water. Staff then complete monitoring charts to ensure nobody is left out and all children are kept safe.

Children enjoy picnic teas in the outdoor environment and staff take this quiet opportunity to talk to children about their school day or seek their opinion on the types of activities they would like to do. Children very confidently express their opinions in the knowledge that their thoughts and ideas will be respected and acted upon. Children stated they enjoy all activities but the scientific activities are their favourite. At the end of picnic teas older children read story books to younger children enjoying this responsibility.

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

A very high priority is placed on children's safety and well-being. The management team makes sure that the supervisors and staff team have a clear understanding of their responsibility to meet all the requirements, as set out in the Statutory Framework for the Early Years Foundation Stage. Staff regard children's safety and security as paramount. They are vigilant in carrying out regular risk assessments and daily visual safety checks. Management monitor recruitment procedures to ensure these are rigorous. They make certain staff are suitable to work with children, have appropriate childcare qualifications and are highly committed professionals. Safeguarding procedures are fully embedded in the club. All staff attend training in safeguarding so know what to do if they should have a child protection concern.

The management team use robust procedures to consistently monitor staff and there are highly effective systems in place for ongoing supervision and appraisals. Supervisors take responsibility for planning and evaluating the delivery of the learning and development requirements and this has a significant impact on children's learning and progress. Supervisors react quickly when they identify a concern and make significant changes that help children continue to thrive and learn. This includes making excellent use of the highly productive links with teacher within the school, other professionals and parents to support and promote children's care and learning. The staff team show enthusiasm and commitment towards their professional development. They have widened their knowledge and experience by attending further courses to improve the play experiences provided to children. Staff share their expertise to support and inspire each other. Therefore, demonstrating an excellent commitment to continuous improvement. The management

team shows highly impressive practice in the way it actively seeks the views of parents in evaluating the out of school provision. For example, they greet parents as they arrive and take this opportunity to discuss current practice. They then use this feedback to make positive improvements to develop the outcomes for children. Parents comment that they are extremely pleased that so much use is made of the school grounds where children have the freedom to explore and be creative. In addition, they find the staff team very approachable and respectful of their family needs.

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	EY332242
Local authority	West Sussex
Inspection number	828195
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	61
Name of provider	Kids Like Us Limited
Date of previous inspection	23/11/2011
Telephone number	07738 935 805

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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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