

Kids Kapers After School Club

The New Hill Centre, Welland Road, Upton Upon Severn, Worcestershire, WR8 0SJ

Inspection date	12/08/2014
Previous inspection date	01/02/2011

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		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

- Teaching is effective because staff know how to support all children in their play and learning. Children have access to a wide range of resources and contribute their ideas to activity planning. This means that children are motivated and actively engaged in their learning.
- Children are happy and enjoy attending this welcoming club. They settle well and follow a familiar routine. They form secure attachments with practitioners and positive relationships with their peers. This means that children's well-being is fostered successfully.
- Children are safeguarded effectively because the management team and staff have a good understanding of their responsibilities and the procedures for protecting children. Staff are vigilant and supervise the children well. This means that children's welfare and safety is assured.
- Partnerships with other parents, agencies and early years providers are successful and this means that children get the support they need, and their continuity of care and learning is fostered effectively.

It is not yet outstanding because

- Opportunities for children to spend time in an inviting and cosy quiet space in the main playroom have not been fully explored, to further support children's overall well-being and comfort.

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 had a tour of the premises and observed activities in the indoor and outdoor play spaces.
- The inspector held a meeting with the provider/manager and talked to staff and children during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the club's self-evaluation processes and discussed their improvement plans.
- The inspector sampled a range of documentation, including policies and procedures, children's records and risk assessments.
- The inspector took account of the views of children, parents and carers spoken to on the day of the inspection and from feedback received by the club from children and families.

Inspector

Jacqueline Nation

Full report

Information about the setting

Kids Kapers After School Club was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed. It operates from a leisure and sports centre on the outskirts of Upton Upon Severn, Worcester. Children have access to one main large playroom and occasional use of the indoor sports hall and committee room. There are outdoor play facilities available situated to the rear of the building. The club mainly serves children from the local community and has links with a number of local schools. The club is accessible to all children. There are currently 100 children on roll, 20 of whom are in the early years age range. The club is open Monday to Friday, during school term time. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. In addition, a holiday club is provided during most of the school holidays from 9am until 5pm. The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- make the most of the space available in the main playroom to enable children to have an area where they can spend quiet time and be able to relax to further enhance their well-being and comfort.

Inspection judgements

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

Children are happy, enthusiastic learners who thoroughly enjoy attending this well-organised and welcoming club. Staff make sure children have access to a wide range of activities and resources that support their interests and overall development. Staff know the children well and make sure they are included in all aspects of the club and that their views are respected. Children are involved with activity planning and note their suggestions and ideas on the planning board. This is incorporated in planning and helps children feel valued and develop a strong sense of belonging. Staff spend time with the children at the beginning of the session to talk about the activities for the day and planned events, such as the visitor who will talk to them about 'Life in the rainforest'. Children are confident and self-assured. For example, older children ask if the plans are 'flexible' because they are keen to play football in the sports hall. As a result, children enjoy activities that relate to their own interests and become absorbed in their play.

The quality of teaching is good and staff have a good understanding of how children learn and they know their expected levels of development. Effective questioning by staff during activities successfully extends children's mathematical development, thinking skills and

vocabulary successfully. For example, during a baking activity children are involved in making 'rain forest animal biscuits'. They look at the recipe and weight and measure ingredients, children talk about there being 'too much' and objects that are 'heavy and light'. Children mix the ingredients and cut, mould and roll the dough into an animal of their choice, such as a snake, butterfly or frog. Staff use their observations to plan for the next steps in younger children's learning and place a strong focus on the prime areas of learning to guide and support children's learning in these aspects. Children's progress is recorded by each child's key person in their observation books and include a selection of photographs, which are shared with parents. The record also shows how information is gathered about children's interests and starting points in their learning, and how their progress is tracked during their time at the club. Staff work well with the younger children to make sure they build on the skills they already have through play and exploration. Children's enjoyment in activities is evident and they talk to staff about the animal they would like to draw and decorate. Some children make spiders using pipe cleaners and draw and cut out snakes before they decorate them with glitter. During the activity staff ask the children about the number of legs they might need for different animals and they encourage all children to have a go. They give them lots of praise telling the younger children they are 'doing really well'. This helps children to continue to develop the characteristics of effective early learners.

Children's understanding of the world is fostered very successfully through a range of innovative activities and first hand experiences. For example, visitors to the club widen children's experiences and knowledge of falconry and playing drums and they are able to handle and learn about rain forest animals. Staff place a strong focus on promoting children's physical development. Children have very good opportunities to be active and play outdoors, they like to ride bikes and scooters, play cricket and build dens. They also take part in activities indoors, such as yoga and gymnastics. This means children are able to refine and coordinate their physical skills and confidence very effectively.

Partnerships with parents are very positive and there are many opportunities to exchange information at the beginning and end of each session. The key-person system works well and helps build strong partnerships with parents who have younger children in the club. Staff talk to parents about their children's achievements and share the progress they are making in their learning. Parents are provided with information about the activities children take part in and this means they can continue to support children's learning at home. This effective partnership working ensures that all children continue to gain skills that will support and complement children's learning and enjoyment. Overall, children continue to develop good skills to support their future learning. They are happy, settled and confident in their environment and supported well by staff during their time at the club.

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

Children are warmly welcomed on their arrival at the club. Staff create a friendly environment for children after their day at school and during their school holidays, where they feel safe and secure. Staff form strong and secure emotional attachments with children, which provide a firm base to build on children's personal, social and emotional

skills. The sensitive, caring interaction between staff and children means that children form positive and trusting relationships and this eases the transition as they move between home, school and the club. Settling-in procedures are good and staff get to know individual children before they start, as they visit with their parents to see how the club operates. The key-person system ensures that younger children's care needs are given good attention. This provides them with secure base to enhance their confidence and their ability to make choices about their play and learning. Staff have created a friendly ethos and are good at making sure children feel valued and are treated with respect.

Children's personal, social and emotional development is fostered successfully. Children enjoy their time at the club and are confident and self-assured. They show through their behaviours that they feel safe and enjoy the company of their friends and the staff team. Older children are thoughtful to the needs of the younger children and actively engage them in their play. Children's behaviour is very good and managed well by staff, who have a calm and consistent approach. Staff are positive role models. They listen to children's views, give them time to express their needs and feelings and help children to understand the rules for being together. Children's well-being and safety is given good priority and children play in a secure environment. During routines and activities staff teach children to be aware of their personal safety within the premises and respecting the boundaries for outdoor play, which are in place to keep them safe. Staff talk to children each morning about the routine for the day and remind them about how to evacuate the premises in an emergency.

Staff use the space available to provide a wide range of activities and challenging experiences for children. Children are provided with good opportunities to make choices about what they would like to do and staff make sure toys and resources are easily accessible. However, there is scope to make better use of the space available in the main playroom to make sure children have an inviting and cosy quiet space, where they can sit and relax to further support their overall well-being and comfort. Staff are good at helping children to adopt healthy lifestyles and a healthy ethos is promoted at all times through discussions about healthy eating and the importance of physical exercise. Children attending the after school club are provided with well-balanced meals and healthy snacks. During the holiday, club parents provide packed lunches and snacks to meet children's needs during the day. Staff are aware of children's individual dietary needs and any allergies through their discussions with parents when children first start. Drinks are accessible to children at all times and they help themselves when they are thirsty. Staff show a good regard to maintaining effective hygiene practices at all times. Children follow well-established routines with regard to their personal care, which helps to minimise the spread of infection. Staff make sure that children have good provision for physical activity through regular use of the outdoor area, or the sports hall. This play contributes to children's all-round good health and helps them to develop a positive approach to keeping themselves fit and healthy.

Partnerships with parents and carers are good. Parents feel welcomed and included in the club and they have an opportunity to comment on the care and well-being of their children. A wide range of useful information is exchanged and the club notice board provides details of the wide range of activities planned for the holiday club. Planning is

also displayed, together with a delightful range of photographs, showing children's involvement in a wide range of play and learning opportunities.

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

This is an effectively managed out of school club with a strong focus on continuous improvement and promoting good outcomes for children. It is evident from discussions with the experienced management and staff team that they are fully committed to making sure children are happy, secure and make good progress in their learning. They all have a secure knowledge and understanding of their safeguarding and welfare responsibilities. Staff are confident and clear about the procedures to follow in the event of a concern about a child in their care. Robust systems are in place for the recruitment and selection of staff to ensure their suitability by undertaking references and obtaining a Disclosure and Barring Service check. Staffs' ongoing suitability is monitored through effective induction, supervision and appraisals. Good arrangements are in place regarding the programme for professional development, leading to a well-qualified and knowledgeable staff team. Since the last inspection, risk assessment documents have been reviewed. These are thorough and regularly updated to reflect any changes to the provision. There are good procedures for admitting visitors to the club, with rigorous procedures to check their identification. External doors are locked and opened by staff, with parents signing children in and out on the register. Clear procedures are also in place to ensure children's safety when other groups are using rooms in the building. This ensures children's safety and well-being. Staff have also taken positive steps to further develop partnership working with other early years providers to support children's continuity in care and learning. All required policies, records and procedures are in place to ensure a good level of care and welfare is provided for the children. Comprehensive policies and procedures are shared with parents and this means they understand how the club operates.

Staff have a good knowledge of how to meet the learning and development requirements of Early Years Foundation Stage. They know how to support and guide children's learning effectively in this type of provision, by planning activities around children's interests, play preferences and individual needs. The manager and staff have a good overview of the progress children make and this means that all children achieve well and they are fully engaged and interested in what they do. Partnerships with parents, carers and external agencies are successful. Inclusive practice further ensures that children's needs are met and their protection assured. Parent's and children's views are sought at the end of each term through the use of a questionnaire. The management team see these as a valuable method of gaining their views to improve the provision. Feedback is evaluated and any areas of concern or suggestions raised are addressed. The management and staff team monitor and evaluate all aspects of the provision and are clear about their strengths and areas for development. This means that they successfully address their priorities for improvement and further enhance good outcomes for children. Overall, the management team and staff create an environment that is safe and secure, where children continue their learning through play and having fun. This helps children to build on the skills and dispositions they have already acquired, and helps them move forward in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	205528
Local authority	Worcestershire
Inspection number	871112
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	100
Name of provider	Kids Kapers After School Club Partnership
Date of previous inspection	01/02/2011
Telephone number	07773 484 171

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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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