

Sherpa Kids Krishna Avanti

Krishna Avanti Primary School, Camrose Avenue, Edgware, HA8 6ES

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|--------------------------|----------------|
| Inspection date | 15/09/2014 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---------------------|
| | Previous inspection: | 2 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 provide parents with detailed information about the club routines and activities, in addition to gathering information from home. As a result, relationships with parents are strong and children benefit from continuity of care.
- Staff offer a selection of engaging activities that challenge the children. They incorporate children's noted interests and use an adaptive approach. This supports children's progress.
- Children receive good clear explanations about rules and routines. Therefore, children follow instructions and know what is expected of them. This fully supports their well-being.
- Safeguarding procedures are rigorous which contribute well to promoting children's welfare.

It is not yet outstanding because

- Staff do not consistently promote good social skills to children during mealtimes.
- Occasionally, children are unable to locate their personal belongings. This limits the level of responsibility that they take.

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 children's activities in the main room.
- The inspector carried out a joint observation with the provider and held discussions with another member of staff.
- The inspector sampled the club's documentation including policies, permission forms, children's files and assessments.
- The inspector took account of the views of parents through discussions on the day.
- The inspector saw evidence of the suitability of all persons working at the club and other documentation in relation to safeguarding and welfare requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

Sherpa Kids at Krishna Avanti is an after school club located in the Krishna Avanti school in Edgware, Barnet. It registered in 2014 and operates from the nursery within the school. It is open each weekday from 2.20pm to 5.45pm, term time only. The after school club is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register. There are currently 4 children on roll within the early years age range. The club currently employs a manager and deputy manager who have a level 3 and level 4 qualification respectively.

What the setting needs to do to improve further

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

- consistently support children to use good social skills, for example during meal times
- maximise the learning opportunities for children to take responsibility for themselves, such as by enhancing the area children use to store their own belongings.

Inspection judgements

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

Staff display a good understanding of how children learn and provide engaging activities in line with the weekly topic. They organise these to challenge children and offer flexibility, depending on the interests children display. For example, children express that they would also like to learn about another country as they complete the activities on the French topic. Staff make a note of this for future planning, highlighting how children's input is valued. Although activities are differentiated for each age group these are not exclusive. For example, staff support children to complete worksheets that they show an interest in which they have devised for the older children. In addition, these are used to set homework for eager children who request it. Staff talk to children as they arrive at the club about their day at school. Furthermore, staff engage children in conversation at regular opportunities throughout the session, such as during snack time when they ask what activities they like to do. This supports their confidence to speak in a range of situations or groups. Staff speak clearly and value all the contributions that children make, raising their self-esteem.

Staff sensitively offer children the correct answers during their play. For example, a child who comments that he is taking his car to the doctor is offered the correct term of

mechanic. Staff explain that this is like a car doctor and subsequently extend his learning. Staff provide a good balance between adult-led and child-chosen play and children quickly become familiar with the club timetable. They clear away toys in between each activity and appear aware of what comes next. This fully supports their emotional wellbeing. Children use their free play to enjoy the activities on offer which include colouring, cars, construction materials and small world toys to use their developing imagination. During an adult-led activity staff support children to build a 3d tower and use small tools successfully. Children paint their towers and talk about what they have made. Staff offer regular praise and children are proud of their achievements. Staff use opportunities to extend children's learning as they offer knowledge on further facts, such as alternative names for the tower and discussions about measurements.

Staff support children well towards the next stage in their learning as they encourage children to listen and follow instructions. For example, staff clearly explain what toys belong to the club or nursery and remind children of the club rules. This supports children to become familiar with the expectations of the club. Staff support children's developing relationships with their peers. They remind children to take turns and play nicely with the resources on offer, such as by not throwing them. As a result, children behave well and play happily with their friends. Staff gain parents' permission to make contact with each child's teacher. This enables them to gain valuable information and determine the support that they can offer. In addition, staff gather information from children's parents which offers each child continuity of care.

Staff support children to become as independent as possible which includes them taking on some responsibility. Children wash up their own plates after snack and access fresh drinking water as needed, assessing their own personal needs. However, on occasion there is confusion upon collection when children attempt to collect their belongings. This is due to the cloakroom area being used by both the nursery and the club. As a result, children need help to locate certain items. This limits their self-help skills.

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

Children enjoy their time at the club and at times are reluctant to leave. Staff are sensitive to the needs of the new children and are receptive of their capabilities. They offer children further opportunities in line with their initial responses. For example, a new child keen to help is asked to lay the table. He eagerly completes this and discusses the coloured plates and cups that he is using. Staff offer a tour of the areas used for new children starting to gently support their move. They introduce themselves to the children and encourage children to share their names with the group. This supports relationships to develop quickly and enables the most suitable key person to be assigned to each child. Staff take responsibility for each child and ensure that they are enjoying an experience that fully promotes their learning opportunities.

Staff ask parents and children to both complete an 'all about me' sheet before they start. This includes information on the activities children like most, and parents detail home routines, culture and children's behavioural responses to different situations. Staff use the

information provided to tailor activities for each child and support them during this time of change. Staff arrange a gradual settling in process with parents, and the children finish early on the first few days. Parents listen to staff upon daily collection as they detail the activities their child has taken part in, food and drink consumed and any concerns raised. In addition, staff provide parents with detailed information before children start which they express as being extremely helpful. As a result, parents are fully involved during this time and partnerships are strong.

Staff encourage children to try a range of healthy, nutritious and balanced food, such as bread, cheese, tomatoes and oranges. They extend children's language by introducing new words such as 'juicy' and 'sweet' and by encouraging children to repeat new words. Staff remind children why they should not share food or return unwanted food tasted onto the plates children choose from. In addition, children wash their hands at regular intervals and use paper towels which they discard appropriately. This helps to promote their understanding of a safe hygiene practice and reduces the risk of contamination and spread of germs. Staff follow strict cultural dietary preferences for individual children and fully prepare foods to ensure that all children receive equal attention.

Snack time forms a social occasion for the children and discussion is encouraged. However, at times children fail to finish their mouthful of food before contributing. Staff do not consistently remind them of this in order to promote good social skills. Children enjoy daily access to the outdoor playground. In addition children occasionally enjoy use of the school facilities, such as an all-weather turfed pitch and larger playground to fully support their physical development. Staff encourage children to develop an awareness of their own personal safety, as they are reminded to use the stairs safely when accessing the top playground. In addition, staff support children to take part in risky play. Resources within the club are well maintained and suitable for all the ages of children attending.

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

The after school club meet all safeguarding and welfare requirements well. Security arrangements are effective as entrance is only gained via the school reception and outdoor gates remain locked. Staff ask all visitors to sign in and out of the club and record children's attendance accurately. They take extra precautions when children are collected by an unknown adult. As a result, no unauthorised adults can gain access and children cannot leave unsupervised. Staff are aware of the children who attend each day and ensure that they are collected or arrive from other school activity clubs when expected. This process is rigorous, but does not limit the developing independence of older children as they make their way through the school areas.

All staff working with children have received full Disclosure and Barring service clearance, meaning that children only come into contact with suitable people. Staff have a good understanding of the child protection procedures. They are aware of what to do if an allegation is made against themselves or another staff member or if they have a concern for a child in their care. This is reinforced through displayed flowcharts. Staff complete a

thorough induction process which includes training on the policies and procedures of the club to further safeguard children. Staff are aware of the designated first aider and safeguarding lead person and their location, ensuring that they are easily contactable. Fire exits are clearly marked and staff organise regular evacuation practice. Policies are implemented consistently, including those that ensure staff do not have access to their personal mobile phones during the time that they are with children. Staff issue parents with a welcome pack. This includes the main policies which detail the safeguarding and complaint procedures. Parents are made aware that additional policies are available to view.

The provider is fully aware of safe recruitment processes and follows up all staff references. Supervision is carried out every month and offers staff the opportunity to address any areas of practice they feel that they can improve on. Staff express how they feel supported within their roles and are encouraged to be reflective in their approach. For example, they have the opportunity to discuss any ideas during the weekly meetings held by the manager. The provider is keen to support staff with further training and the ethos is of a well-qualified workforce. The management also use the meetings to evaluate the provision that they offer and further improve the experiences for children who attend. Staff encourage parents to express their views through daily discussion and respond to any requests immediately. Plans are in place to issue all parents with questionnaires to gain more detailed feedback. Staff talk to children during all activities about their enjoyment to gain their feedback. In addition, they use surveys to establish their levels of enjoyment using an appropriate technique. Effective partnerships with other providers include a good relationship with the onsite school. As a result, staff have access to additional specialised support for individual children as needed.

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 | EY476155 |
| Local authority | Harrow |
| Inspection number | 966225 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 20 |
| Number of children on roll | 15 |
| Name of provider | Skids-UK Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 0208 381 3344 |

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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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