

# Pixies Kidz Clubz (Highfield)

Highfield Junior School, South Hill Road, BROMLEY, BR2 0RL

<b>Inspection date</b>	02/10/2014
Previous inspection date	20/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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

- Staff form appropriate relationships with children helping them feel emotionally secure and settle easily.
- Staff set clear boundaries to enable children to learn how to behave, including how to care for the environment and the toys.
- Children's physical development is promoted well. Children handle equipment, objects and tools effectively, including crayons for drawing.

### It is not yet good because

- Staff do not provide children with resources, such as construction toys or role-play to enable them to play creatively and use their imaginative skills.
- Staff do not work effectively with parents or teachers to share information about individual children's needs and learning progress.
- Children do not have opportunities to use technology to research areas of interest to enhance their understanding of the world around them.

## **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 carried out observations of staff interacting with children indoors and invited the manager to carry out a joint observation.
- The inspector looked at a sample of policies and procedures including safeguarding, complaints and behaviour management.
- The inspector spoke to parents, staff and children.
- The inspector viewed the site and resources for the breakfast club.

## **Inspector**

Jane Winnan

## Full report

### Information about the setting

Pixies Kidz Clubz (Highfield) registered in 2007. It is one of a group of privately owned clubs offering before and after school care. The club operates from a classroom and in Highfield Junior School, in the London Borough of Bromley. There is an outdoor playground available for children to use. The Club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, , there are 42 children on roll, aged from four to eleven. The club opens each weekday during term time. The breakfast session operates from 8am to 9am, and the after school group operates from 3.15pm to 5.45pm The manager has a level 3 qualification in childcare. There is a minimum daily attendance of two staff, one who has a relevant early years qualification.

### What the setting needs to do to improve further

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

- provide enjoyable and challenging learning experiences for all children based on their individual interests and needs
- improve the partnership with parents and teachers, with particular regard to sharing information about children's learning to encourage a cohesive approach to promoting continuity of their learning and development

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

- provide opportunities for children to use technology to research topics of interest and the environment.

## Inspection judgements

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

Staff ask parents to complete an 'All about me' sheet when children start at the club. This enables staff to get to know children's current skills and abilities. They talk to the children at the end of each week to find out what they would like out the following week. However, the majority of the resources available to children are board games. This limits the choice children have. Therefore, children do not have opportunities to play with construction or role-play resources to enable them to use their imaginations. Consequently, the needs of children who enjoy playing creatively are not met as there are no available resources.

Staff do not make time to speak to teachers and parents to share information about children's learning and interests. This means that they are unable to further support individual children's learning by providing resources to enhance their learning. Staff encourage children to concentrate and engage in the activities they provide. Children learn by leading their own play, occasionally guided by adults. Staff monitor children's engagement in activities and know when to intervene to help children. They encourage children to try new games and play board games with them. They teach children to take turns by telling children that it is their turn to ask a question. Staff encourage older children to join in and help younger children to learn the rules of a game. This enables the younger children to learn the rules and helps develop their confidence and social skills; confidently making positive relationships with others in the group.

Children enjoy drawing their own pictures using the range of colouring pencils and paper available. This helps to develop their pencil control, which supports their literacy development and builds on the skills needed for school. Staff asked children questions about their pictures. This enabled children to reflect on their pictures and talk about what they have drawn. Therefore, children learn to express themselves effectively and develop their own narratives and explanations, connecting ideas or events. Staff also provide colouring sheets so children can practise keeping within the black lines, supporting hand-eye coordination and pencil control. However, there are no opportunities for children to use a computer for research and print out colouring sheets of topics that interest them.

Children enjoyed threading coloured beads on to string to make key fobs. Staff cut appropriate lengths of string and gave these to the children. Children chose from a wide range of coloured beads and beads with letters, which they used to make their name or spell other words with. This helps children to develop their concentration skills as well as their physical coordination and control. Children proudly showed staff what they have made and received praise for their completed work. Staff provide a range of books that children can read or look at for enjoyment. Staff provide daily opportunities for children to play outdoors in the school playground. This helps to develop their physical skills and core strength, enabling children to enjoy physical play and exercise.

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

Staff collect children from the infant school and take them back to the club, which is based in the junior school. Teachers let children who are attending the club know, so that they do not expect to be collected from school by their parents. Staff greet the children warmly, which helps them to feel emotionally secure. Staff are sensitive to those children in need of additional support, providing comfort and reassurance as necessary. Older children, who are already in the junior school, arrive independently at the club. Children are happy, settled and take part in the activities on offer. Staff help children form friendships with children of different ages, which promotes their social skills and emotional well-being.

The environment is safe and welcoming with a range of games laid out on the tables and

floor mats for the children to play with. Children can also self-select resources from a cupboard in the room encouraging independence and decision making about what they want to play with. However, as resources are mainly board games, this limits children's choice.

The majority of children require little support to manage their own personal needs. Staff give children privacy when using the toilet, only helping when required. Children learn about the importance of leading healthy lifestyles as they wash their hands before a light meal, which is healthy and nutritious. Children are able to pour their own drinks when thirsty. All staff have appropriate food hygiene qualifications, which means that they are capable of providing hot food for the children. Children have opportunities for regular exercise in the school playground.

Children learn to develop a sense of personal safety in the club, placing their school bags to the side of the hallway to keep the exits clear. Staff display an evacuation procedure and regularly involve the children in emergency evacuation drills, which enables children to learn how to keep themselves safe in the event of an emergency. All the staff are paediatric first aid trained, which means that they know what to do should a child have an accident or fall in while in their care. Staff carry out daily risk assessment of the areas children will be using to identify and minimise risks.

Staff effectively help children to learn to behave well. They have a behaviour management policy which they share with parents. Staff support children to play and learn together, suggesting they form teams so they take turns and develop a control over their actions. They make their expectations of behaviour clear to children who begin to break up a game. Staff explain the consequences of their actions to children, so they can make an informed decision about how to manage their behaviour. Staff model good manners when talking to the children and each other. This helps children to develop appropriate social skills. Staff encourage children to be independent and take some responsibility to help tidy away the games.

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

The provider has not met all of the safeguarding and welfare requirements. The provider does not ensure that staff are working sufficiently well with parents and teachers. This means that there is no regular sharing of information about individual children. Staff do not approach teachers when they collect children from school to find out how children have been during the day. Therefore, staff are unable to pass on relevant information to parents. Furthermore, as staff do not seek information from the teachers, they are unable to further support children once in the club. This also means that parents are not informed as to how they can help their children at home. Parents comment that they are unsure about what their children do at the club.

The staff and manager have suitable knowledge of the safeguarding policy and procedure. Staff understand what they should do if they have any concerns about children in their care.

This information is contained in the policies, which are shared with parents detailing the staff's duty of care to all children. The safeguarding policy also includes information about the use of mobile phones. Staff have attended a safeguarding course and updated their paediatric first aid training. They work closely together indoors and outdoors. This enables them to respond quickly to any accidents or incidents. Staff maintain all required documentation such as children's attendance, fire drills and accident and medication records. The effectiveness of recruitment procedures, induction and performance management is robust.

There is little monitoring of the educational programmes provided by staff to ensure that they are covering the seven areas of learning on a weekly or monthly basis. This means that the lack of opportunities for children to use technology, such as a computer, has not been identified. The staff use the computer to print out work sheets and pictures for the children. However, they do not allow children to find their own pictures to colour or to look online for topics that interest them. In addition, the lack of resources to enable children to play creatively has also not been identified. Therefore, children who do not like playing board games have little to occupy themselves.

The provider does not use self-evaluation to identify the strengths and weaknesses of the club. The provider has not sought the views of children, parents, teachers and staff. This means that there is no information gained to enable the club to improve. Consequently, the provider is unable to improve the club and the opportunities provided for children. The manager and two members of staff are qualified and attend core training to meet the statutory requirements. The manager uses the local authority to seek opportunities for training, as well as joining up the school staff for training provided by the school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure information is available to parents about the activities the children will undertake (compulsory part of the Childcare Register)
- ensure information is available to parents about the activities the children will undertake (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY355284
<b>Local authority</b>	Bromley
<b>Inspection number</b>	844143
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Fiona Akano
<b>Date of previous inspection</b>	20/01/2009
<b>Telephone number</b>	07956123427

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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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