

Reculver Breakfast And Afterschool Club

Reculver C of E Primary School, Hillborough, HERNE BAY, Kent, CT6 6TA

Inspection date	13/10/2014
Previous inspection date	01/05/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children have formed strong relationships with adults, helping them to be happy and feel able to discuss their feelings.
- Children are active and creative learners who take charge of their own play.
- Snack time promotes children's independence. Staff encourage children to help prepare and serve their own food.
- Staff are working hard to improve the club and the outcomes for children.

It is not yet good because

- Activities and resources are not always suitable for older children, therefore, they are not always actively engaged and interested, which at times reduces the younger children's enjoyment.
- Staff are not fully supported to participate in training to build on their knowledge and understanding.

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 indoors and outdoors.
- The inspector had discussions with parents, staff, children and the manager.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including safeguarding procedures and information given to parents and carers.

Inspector

Karen Scott

Full report

Information about the setting

Reculver Breakfast and After School Club registered in 2010. It is one of several settings run by Kindergarten Kids Limited. The club operates from a hall in Reculver Primary School. Children have access to the school playground for outside play. The club is open each weekday from 7.30am to 8.45am, and from 3.15pm to 6pm, term-time only. A holiday club operates from 8am to 6pm during some school holidays. The club is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently a total of 62 children on roll, seven of whom are in the early years age range. The club currently supports a number of children with special educational needs and/or disabilities. There are six members of staff, four of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- support staff to undertake appropriate training to build on their professional development so that they develop their skills and abilities to benefit the children.

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

- ensure the range and variety of activities and experiences provide suitable challenges and are enjoyable for all children attending the club.

Inspection judgements

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

Adults plan an environment that offers children choice and learning across all areas of development. Staff are skilled at knowing when to stand back and let children lead their play and when to interact and expand on experiences. They know the children that they are caring for well and what they enjoy playing with. However, older children are not always keen to participate in activities and play with toys and resources that are more suitable for younger children. This results in them becoming disengaged, which at times means the younger children's enjoyment is reduced. However, children are encouraged to make suggestions for activities, which they can place in a suggestion box. Staff have a good knowledge of how children learn and offer an environment where children are creative and active learners. Children are encouraged to think critically and take risks in activities that encourage their independence.

Children arrive happily and are pleased to see their friends and adults. They play cooperatively together, taking turns and sharing. The excellent relationship children have with staff means that they are able to share how they are feeling and this ensures that they are comfortable at the club. Staff ask effective questions that encourage children to build on their communication skills. This enables children to develop their problem solving skills as they think through problems and talk about the solutions. Books are suitable for the ages of children attending. They particularly enjoy reading the magazines that are in the comfortable book area. Children use their mathematical knowledge to build and construct extremely high towers. They move mathematical resources around the environment to add to other activities, extending their play and learning independently. Children thoroughly enjoy role-play, using their imaginations to great effect. They make desks out of soft play resources and make name labels for others who they welcome into their games. Programmable toys are shared and enjoyed by all children.

Children create individual works of art having access to a wealth of resources that enable them to do this. They make choices about playing inside or outdoors. Outside, they play ball and climb on the large scale play equipment. There are opportunities for children to develop their physical skills indoors. For example, children work together to create a gymnastic course using soft play equipment, which they then move over in many different ways. These activities help children develop their physical skills and abilities well.

Information sharing systems have been devised for parents and carers to share their children's interests with the staff as their children start. This helps to ensure that toys and resources are suitable to meet the children's needs, helping them to settle into the club smoothly. Photographs of children engaged in a variety of activities are placed around the club, so that parents and carers can see what their children have been doing. This also enables children to revisit past events that they have enjoyed. When children require further support, key-persons work closely with parents and the school that they attend. This united approach supports children's emotional, physical and learning needs well to promote their individual needs securely.

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

Children's independence is promoted by staff effectively. They give children the space and time to learn to do tasks for themselves. Children are encouraged to help prepare snacks. However, staff also understand when children do not want to leave their play. Children particularly enjoy snack time. They comment that the food is delicious and tasty. They serve themselves and prepare their own sandwiches. The snacks are healthy and promote a varied and nutritious diet. Staff know what children enjoy eating and make sure that food is available. However, they also encourage children to try new foods. Children take themselves to the bathroom independently, but remember to make sure staff know where they are going, which promotes their safety. They wash their hands before eating without prompting and tidy up afterwards, taking care of themselves and the environment.

Children are well behaved as they are given clear guidance and support from staff about how their behaviour may affect others. They are polite and share the toys well with each

other. The strong relationships in the club help children to feel safe and secure. This results in them exploring their surroundings, happily participating in meaningful play and activities. Overall, toys and resources are in good condition and offer all round experiences. Staff encourage children to play outside and to participate in physical activities, helping them to understand the importance of exercise and fresh air to support a healthy lifestyle.

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

Children play in a safe and welcoming environment. Staff understand the safeguarding policies and procedures. They know the signs and symptoms they should be aware of and what to do if they have concerns about a child in their care. Robust risk assessments help staff to ensure the environment is safe for children. Staff spread themselves around the different areas of the premises, keeping in touch regularly via mobile radios. This means children are safe and supported by ample staff at all times. The provider has ensured that there are ample staff with first-aid training, and there are plans in place to ensure that all staff are first-aid trained. In the meantime, those without current first-aid qualifications know they are not to be left alone with children. This safeguards children well. New staff participate in a thorough induction procedure, which helps them to know the club's policies well.

Since the last inspection staff have worked hard to make improvements to the club. They work very closely with an advisory teacher assessing their practice and making plans for improvement. This has had a positive impact on the outcomes for children. Parents and carers views and opinions are sought as are children's who fill in questionnaires. The results are analysed and used to identify improvements for the club. However, some of the actions for improvement raised at the previous inspection are still being addressed and changes still being assessed and embedded. Planning is reviewed to ensure that children continue to benefit from and enjoy activities. Regular staff meetings are a successful tool in assessing practice and outcomes for children. Although staff benefit from monitoring and appraisals they are not fully supported to participate in training to build on their knowledge and understanding. This means that opportunities for staff to develop their skills to benefit children are sometimes limited.

Key-persons work closely with parents and the school to ensure children get the full support that they require. Parents are now encouraged to come into the club and when they do, they are greeted warmly by key-persons who share information with them about what their children have been doing. Parents and carers are now given an information pack about the club's policies and procedures. As a result, they are able to develop their knowledge of the club's processes and how it is organised. However, although the lost and non collected child policy has been prepared it has not been added to the booklet yet to ensure that parents and carers are fully aware of it. Overall, parents and carers are pleased with their choice of childcare saying that their children are happy and enjoy themselves at the group.

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	EY405148
Local authority	Kent
Inspection number	990710
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	62
Name of provider	Kindergarten Kids Limited
Date of previous inspection	01/05/2014
Telephone number	07917004690

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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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