

Horsted Kids Club

Horsted Infant School, Barberry Avenue, CHATHAM, Kent, ME5 9TF

| | |
|--------------------------|------------|
| Inspection date | 13/10/2014 |
| Previous inspection date | 17/05/2012 |

| 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

- The children demonstrate they are happy and settled at the setting through their attitudes and demeanours.
- The staff effectively engage children in the range of quality toys and activities available.
- The staff use good strategies to help the youngest children settle into the setting.
- Parents report they receive a good range of information about the setting and consider staff to be very welcoming.

It is not yet outstanding because

- Although the staff use good procedures to find out about children from other professionals, the information does not include details of children's achievements which can be shared later with the other children at the setting and parents.

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 talked to the children and the staff about the setting.
- The inspector also spoke with parents in order to gain their views on the quality of the setting.
- The inspector looked at a variety of paperwork, including the setting's safeguarding children policy and procedures and other required documentation.

Inspector

Linda Coccia

Full report

Information about the setting

Horsted Kids Club registered in 2011. It operates from Horsted Infant School and Horsted Junior School in Chatham, Kent. All children have access to a large school hall and a secure, outdoor play area. The setting is open each weekday during term time. It operates from 7.30am to 8.45am before school and after school from 3pm to 6pm. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are currently 98 children on roll, aged from four years to under eight years. The setting also cares for children over eight years. The staff are able to offer support to children with special educational needs and/or disabilities. The owners plus one other member of staff work with the children. They all hold appropriate childcare qualifications at National Vocational Qualification level 3. Two volunteers also work at the setting.

What the setting needs to do to improve further

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

- strengthen the effectiveness of partnership working in order to be more aware of the children's day to day needs and/or achievements.

Inspection judgements

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

The staff effectively support the children's learning activities at school by providing a good variety of educational toys and games for them to use whilst they are at the setting. For example, many games contain mathematical elements, which help children extend their learning. This means that children continue to learn as they play. Children thoroughly enjoy organising a talent show, where everyone took turns and the panel of judges scored their efforts. Children cheered and clapped after each turn, obviously enjoying a favourite activity.

Staff have high expectations for the children and engage children very well. This means that children have a good time whilst at the setting and demonstrate confidence in their surroundings. Staff effectively use information supplied by parents about their children to provide for their interests. Staff also motivate children to develop new skills as they participate in the interesting activities, many of which the children suggest. Children have choices about the toys they use and request particular activities for the next time they attend.

Parents report that they are very happy with the way their children have settled into the

setting and they often have requests from their children to attend for longer periods of time. This shows that the children feel very much at home at the setting. Parents report that staff inform them of how their children have been during each session and keep them up to date with their children's achievements. However, staff do not always gain relevant information about children's daily school achievements to share with parents. Overall, the staff work very well with parents which means that children receive good consistent care.

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

The youngest children receive good support from staff and have lots of help from the older children at the setting. For example, they receive help in operating the technical toys and are included in the older children's games. This helps the children settle easily and make friends. Children demonstrate that they enjoy being in the setting and show that they wish to stay longer if they are collected earlier than expected by their parents.

Staff use effective procedures to teach children about how to behave well and how to keep themselves and each other safe. The children discuss rules with staff during the short group time and are able to demonstrate they understand why they need to adhere to the rules. For example, they know why they need to walk, not run in the hall. Therefore, children learn the need for rules and are able to assess safety risks.

The children help staff to prepare tables for snack time and are able to choose from a variety of nutritious food. The staff provide well for children's individual dietary needs from information gleaned from parents. The staff reinforce children's understanding of eating healthily and looking after their bodies through discussion and the provision of a good range of physical activities both indoors and outside. These systems enhance children's awareness of developing a healthy lifestyle.

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

The staff organise the setting well and are therefore able to meet the needs of the children and keep them safe. The good safeguarding procedures are rigorous and robust. These include keeping children safe from people who are not vetted, recording children's arrival and departure times and keeping well maintained records of accidents and incidents. All staff have attended training for safeguarding children and one of the providers is the settings designated child protection officer. Therefore, children benefit from the use of the good safeguarding procedures because they are safe and secure at the setting.

The staff all hold early years qualifications and therefore have a good understanding how young children learn and develop. Staff are able to access regular training courses and workshops and are keen to keep their knowledge up to date in order to provide more effectively for the children. The children benefit from the staff's knowledge through the provision of interesting challenging activities suitable for the ages of the children

attending.

The staff use good procedures to work in partnership with parents. Parents report that they receive a good variety of information about the way the setting is organised, the activities available for their children each day and regular newsletters about upcoming events and activities. This means that children benefit from the regular exchanges between their parents and staff. The staff have good relationships with the school, especially the head teacher who is very supportive and appreciative of the work the staff do with the children.

The providers carry out regular evaluations of their setting by obtaining the views of staff, parents and children using staff meetings and questionnaires respectively. The resulting action plans show that the providers consider the impact of any changes on the children and are able to maintain the continuous improvement of their setting.

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 | EY440453 |
| Local authority | Medway Towns |
| Inspection number | 816780 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 8 |
| Total number of places | 40 |
| Number of children on roll | 98 |
| Name of provider | Rachel Trout & Cheryl Crow Partnership |
| Date of previous inspection | 17/05/2012 |
| Telephone number | 07984 461 451 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

