

Avenue Kids Club (A.K.C.)

The Nexus Centre, 3 Snowberry Close, London, E15 2AH

Inspection date

10/11/2014

Previous inspection date

14/12/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 promote children's independence well. They encourage children to make choices about their play and manage their self-care skills effectively.
- Partnership with parents is good. The management uses the views of parents in their evaluation to make improvements to the practice and provision that benefit all the children.
- Children enjoy their time at the lively and welcoming club. They are well behaved and show they feel secure as they readily approach staff for support.
- Staff have a secure knowledge and understanding of child protection and staff use robust safeguarding procedures to help protect children from abuse and neglect.
- Staff listen to children and show an interest in what they say and do. They encourage them to share what they have learnt in school, which promotes children's self-esteem well.

It is not yet outstanding because

- At times, children sit for too long at snack time due to ineffective organisation of the routine, which prevents children from being able to return to activities again quickly.
- Children are not always able to enjoy looking at books when they choose because the book area is disorganised and uninviting.

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 in the club and talked with children and the staff.
- The inspector viewed the areas of the premises and playground used by the children.
- The inspector spoke to parents and took account of the views of parents, as recorded in written questionnaires.
- The inspector looked at evidence of suitability of staff working with the children, a sample of children's records and a selection of the club's policies.

Inspector

Amanda Allen

Full report

Information about the setting

The Avenue Kids Club (A.K.C.) registered in 2006 and is managed by private provider. The club operates from the Nexus Community Centre in Leytonstone, situated in the London Borough of Waltham Forest. There is an enclosed outdoor play area. The breakfast club opening hours are from 8am until 8.45am and the after school club opens from 3.15pm until 6.30pm on weekdays during school term time. The holiday play scheme runs during half term holidays, Easter holidays and four weeks during the summer holidays from 8am until 6.30pm. There are currently five children in the early years age range on roll. Children up to 12 years also attend. A total of five staff are employed to work with the children. Of these, four hold a relevant early years qualification and one is working towards a qualification. The club supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve the organisation of daily routines, such as snack time, so that children are not sitting for too long and can engage more quickly in activities to aid their individual learning experiences
- review the organisation of children's books to promote their literacy development further, for example, by making the area more inviting to encourage children to freely select and handle books as they develop their early reading skills.

Inspection judgements

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

Staff are warm and friendly and children clearly enjoy the time that they spend at the club. Staff engage appropriately with the children, talking to them about their school day and joining in with their play. Staff offer lots of support and encouragement to the children attending the club. They know the children well and have a secure understanding of how children play and learn. Therefore, staff are able to provide children with a wide range of stimulating and interesting activities that incorporate all the areas of learning. Each child has a key person assigned to them who takes account of their interests. Staff consistently ask children questions that encourage them to think for themselves. For example, staff talk to them about how to solve an argument over the train sets, using questions like, 'What can we do to make sure this doesn't happen?' Children's independence is fostered well. For example, staff encouraged a younger child to do the zip up on her coat before going outside, giving her lots of praise when she

managed to achieve this.

Staff support children's own initiative and choice. For example, they provide a wide selection of art resources for children to use and let them decide how to use these, resulting in children making their own cards and aeroplanes. Children enjoyed using felt tips to draw hearts for staff and one child said, 'This one's from Father Christmas', demonstrating their creativity and imagination. Staff are also available to support children, listening to them read from their school books and helping them with their spellings. Children make lots of choices throughout the session, for example, they decide which additional resources to get out and initiate their own games and patiently take their turn. Staff ensure that all children feel included and their views and ideas are valued. For example, children are regularly asked for their opinion. In addition to this, children have created their own lists of rules, with options on how to solve disputes or request assistance from staff. Children remain busy throughout the sessions because the staff rotate the play materials to maintain their interest. Children also relish the freedom to select additional items to play with if they wish. However, the poor organisation of the book area means that these resources are not displayed invitingly to appeal to children. As a result, children do not always make use of this area to select books of their choice and to relax while looking at them. This means staff are not always fully promoting opportunities to extend children's literacy skills.

Children willingly engage in activities with great enthusiasm. For example, they have fun playing table football with a member of staff and then continue this game with another child. They enjoy running around the soft play area and splash in the puddles. Children develop their coordination further as they play with staff, throwing and catching balls and skipping with ropes. Staff are interested in what children have to say and respect their thoughts. For example, younger children proudly discuss they have been making poppies at school to remember the soldiers. Older children are keen to tell staff what they have been doing at the various clubs they attend straight after school.

Daily communication ensures parents are kept fully informed about the organisation of the club and the planned activities. Staff observe young children and share information with the teaching staff from the schools to ensure they can work together to meet the individual needs of each child. Parents are involved as they provide key information about their child when they start at the out of school club. Regular newsletters ensure that parents are informed of what is happening at the club and children regularly share the work they have been doing in school. Consequently, children have lots of fun engaging in activities that interest and stimulate them.

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

Children are happy and form close attachments with both their key person and all the other staff members. There are good settling-in procedures to ensure that children feel a sense of belonging. Many of the young children are siblings of children already attending and are, therefore, familiar with the club. To help the move from home to the club, staff initially gather plenty of information, including home language, likes and interests, to allow

the key persons to offer personalised care routines. They also ask parents for permission to share information with other provisions that children attend to support children's individual needs, through shared information. Staff promote children's confidence by finding out about friendships beforehand to help them to settle. Children who speak English as an additional language are supported well. Staff ask parents for key words and how to pronounce them, and work with the school to support them in aiding communication and language skills.

Children behave well because the staff provide good role models. For example, staff and children regularly discuss the rules. Children indicate their agreement with the rules by writing their own list on a 'post it' note to display alongside them. Staff promote positive attitudes through listening to children, respecting their views and offering consistent messages. As a result, the atmosphere at the club is very friendly and relaxed. All children show a good understanding of the importance of following good personal hygiene routines. For example, they are quick to wash their hands when they arrive at the club routinely, before sitting down for snack. However, the organisation of snack time means those children are left sitting for a while, waiting for all the children to arrive at the club. This means that at this time, children arriving earlier than others are not appropriately involved in activities to keep them further engaged and motivated. Independence is promoted well at snack time as children are encouraged to select their bowls and pour their drinks. Healthy snacks of noodle soup and fresh fruit further support children's good health. Children learn about how to keep safe through discussion and practising regular fire drills. Staff use robust registration systems to record each child's attendance. Consequently, children have a strong sense of security in the club.

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

The management and staff have a secure understanding of the requirements for the Early Years Foundation Stage. They use good procedures to help staff ensure that children are protected from abuse. Staff demonstrate that they can recognise the signs and symptoms of abuse and neglect. They follow clear safeguarding procedures and know what to do if they have concerns about the children's welfare. Staff also implement a clear procedure for the safe use of mobile phones and cameras in the club. The manager and staff use robust recruitment and vetting procedures to ensure that all adults are suitable to work with children. She ensures that all staff complete a Disclosure and Barring Service check before they start at the club. They also sign an agreement to disclose any information that could bring their suitability into question during their employment. The staff complete comprehensive risk assessments of all the areas used by children. Daily checks are conducted in the morning, before the breakfast club starts, and again in the afternoon before children arrive for the after school club, to help ensure any hazards are minimised.

Staff supervision and team meetings are held and staff regularly attend training courses to update their knowledge and skills. Annual appraisals are used to identify training needs and the manager supports staff to further their qualifications. Most staff hold

paediatric first-aid, safeguarding and food hygiene certificates so that they are adequately prepared for their roles. Staff collect younger children from their classes after school and return to collect those children attending extra-curricular clubs. They regularly consult with children about the many aspects of the provision to ensure that children have a voice in the running of the club.

Staff have good partnerships with parents and carers. Information is displayed on the notice board and regular newsletters are sent out. Parents make positive comments on the service that the club provides and feel confident and happy for their children to attend. For example, they describe the staff as 'great' and comment that their children are reluctant to leave when they collect them, because they are so involved in the activities available. The staff have effective links with the schools they serve. Some club staff also work in one of the schools, which means that partnerships are already established. This enables the club to complement learning in the classrooms where children spend more time. The management and staff are committed to making continuous improvements to the service they offer children and their families. All staff are involved in evaluating the provision and the views of parents and children are used to contribute to the improvement plan. For example, feedback from parents and children in the form of questionnaires is collated to identify areas that can be improved. The management review these and respond to parents about how they have addressed any issues that arise. In response to parents' comments, the closing time of the club has recently been extended to 6.30pm to support parents travel requirements after work. Staff listen to children's views, for example, staff provide play dens as children continually request for them. As a result, the club is continually evolving to meet the needs of the children even more effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY343404
Local authority	Waltham Forest
Inspection number	931324
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	40
Number of children on roll	41
Name of provider	A.K.C. Avenue Kids Club Committee
Date of previous inspection	14/12/2011
Telephone number	02082 211510

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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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