

# North Downs Kidz

Culverstone Green Primary School, Wrotham Road, Culverstone, Meopham, Kent, DA13 0RF

## Inspection date

19/11/2014

Previous inspection date

15/04/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Children demonstrate they are happy and settled in the club as they move freely around, choosing their own activities from the range of good quality toys available.
- The staff provide good quality interaction for the children as they join in physical play activities outdoors and playing board games indoors.
- The staff give safety a high priority which means that children learn about risks and hazards as they play.
- The provider carries out an effective evaluation of the setting using the comments of children, parents and staff to identify improvements which benefit the children.

### It is not yet outstanding because

- Children are not fully involved in preparing their own food choices at snack time. Staff do not use this as a time for social interaction and conversation with the children, enabling them to reinforce messages about healthy eating and lifestyles.
- Staff do not always reinforce the rules for behaviour with the children, especially those relating to taking turns and sharing.

## 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 with the provider, staff, parents and children to collect their views.
- The inspector sampled the provider's paperwork, including the safeguarding procedures and children's records.
- The inspector observed the interaction between staff and children.

## Inspector

Linda Coccia

## Full report

### Information about the setting

North Downs Kidz Out of School Club and Holiday Playscheme was registered in 2008. The setting operates from a classroom in Culverstone Primary School, Kent. There are extensive outside play spaces available for children to enjoy. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.. The setting serves the local area. The staff also collect children from Trottiscliffe Primary School at the end of the school day.

Children attend for a variety of sessions. There are currently 52 children on roll, of whom seven are in the early years age group. The setting has good procedures in place to support children with special educational needs and/or disabilities.

The club is usually open each weekday from 3.20pm to 6pm during school terms only. During some school holiday periods the provider operates a holiday playscheme which is open from 8am until 6pm. There are seven members of staff who work with the children, of whom five hold an early years qualification at level 3.

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

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

- review snack time to make it a more social event for the children and encourage their participation in preparing their own snacks
- strengthen the procedures for taking turns and sharing and teach children why these are necessary for everyone to use.

### Inspection judgements

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

The staff provide a good range of activities which are fun for the children. The majority of children who attend the club are in full-time education so the provider and staff support their learning at school and provide activities that further their individual interests. There are also some children aged four years who are not yet at school but who attend the attached pre-school all day. In this case the provider works closely with the pre-school and uses their progress reviews of the children to provide activities based on their interests and identified next steps of learning. The provider also gives consideration to the fact that the pre-school children need to relax and have fun after a busy day.

The well-established key-person system means that every child, regardless of age, has a

key person. The key persons for the youngest children ensure that the child's learning journey accurately reflects the activities planned which they link to the pre-school's reviews. They record any achievements they see and advise the pre-school and the children's parents accordingly. The records clearly show that children are making good progress given their ages and stages of development. This means that children receive consistent learning opportunities to further their skills and to help them in their move to school. Children's moves are managed well. The procedures are very simple as children are already very much at home in the school surroundings and in mixing with the older school-aged children.

The staff interact with the children very well. They play board games with the children, get involved in role-play activities and help children practise their reading skills using the good range of books available. At all times staff use good descriptive language with the children to help them develop their communication skills. The impact of the staff's interaction and teaching methods on the children is good. The children choose their own activities from the wide range available and they also choose where to play with them. For example, although the classroom is not a large area, the children use the space available to make dens for role play or story reading. The children have a good time at the club and, according to parents, are eager to attend each day.

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

The children are busy throughout each session moving freely amongst the activities and making their own choices. They demonstrate their confidence as they hold inquisitive conversations with visitors and are motivated to explore and use the equipment as they want, designing dens and taking some equipment outside to use in the larger space.

The provider has good strategies in place to teach children to manage their own behaviour. For example, the children know the limitations of the play area and therefore do not run or engage in boisterous activities indoors. However, staff do not always reinforce some of the rules with the children, such as putting their names on the list for using electronic games. This results in some confusion about whose turn it is and younger children may miss out on their turns. Overall, children learn to limit boisterous behaviour and consider the feelings of others.

The children engage in a healthy lifestyle whilst at the setting. They all want to play outdoors and use the club's good range of physical play activities. They use scooters and skate boards as well as playing basketball, and using a wealth of other outdoor toys. Children understand the rules for the outdoor area and the risks and hazards of using the toys and activities. They can explain that they should not go past the end wall because staff cannot see them there. Children wear appropriate clothing and high -visibility tunics so that staff can see them when the light begins to fade. Children select from a good range of healthy options at snack time. They know what is available and are not limited to different food on different days. They can choose what they want when they want it. However, children find it hard to be engaged in preparing their own food and to have a social time at snack time due to the large round tables which are not suitable for use with

the smaller children. Staff miss opportunities at this time to reinforce messages about healthy eating through discussion. Staff remind children about hygiene when they are involved with food activities. They also remind them to rest and have drinks between bouts of physical play.

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

The provider makes sure that all staff understand her procedures and policies especially those relating to the safeguarding of children. All staff have an enhanced disclosure issued by the Criminal Records Bureau or the Disclosure and Barring Service. She records these in the staff files in accordance with the requirements and data protection legislation. All staff have attended child protection training and understand their responsibilities in this area. The provider is the club's designated person and has complete the required training for this position. Visitors are required to sign in and out of the club and also the school as necessary. This allows staff to monitor those visiting the setting in order to protect children. The staff competently record any accidents or incidents involving children and the attendance record is well maintained. The provider's risk assessments, completed both daily and annually, are very thorough. This means that children's well-being and safety are given a high priority by staff.

The provider understands her responsibility to ensure staff are free to attend professional training courses and workshops. Staff regularly discuss their training needs with the provider during monitoring and staff meetings. They attend training and use this to improve outcomes for children. Staff set their own improvement targets which the provider records in the staff files. The provider also monitors the programmes of activities for the children to ensure they meet the needs of the individual children and to offer interest and variety to the sessions. The provider works closely with the school to ensure she is aware of any particular needs of the children and to ensure a consistent approach to caring for the children. She has effective partnership working with parents too. Parents report that their children are happy at the club, tell them what they have been doing and sometimes do not want to go home. Parents receive lots of information about the club and how it operates. They also receive an informative newsletter each term which informs them of forthcoming events that they can join in with.

The provider regularly involves parents, children and staff in giving their views about the club in order to evaluate the provision. She incorporates their comments into her good, focused improvement plan which considers the impact of any planned changes on the children. For example, the provider has begun to improve the covered outdoor area by providing additional sides to protect children from rain. She has further plans to improve lighting so that children can stay outside longer during the winter. The provider demonstrates she is able to maintain the continuous improvement of the setting to the benefit of the children.

### **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

<b>Unique reference number</b>	EY380038
<b>Local authority</b>	Kent
<b>Inspection number</b>	829647
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Michala Sarah Loe
<b>Date of previous inspection</b>	15/04/2009
<b>Telephone number</b>	01732 822 568

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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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