

# Kids' City at Jubilee Primary School

Jubilee Primary School, Tulse Hill, LONDON, SW2 2JE

<b>Inspection date</b>	02/12/2014
Previous inspection date	28/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 are happy and engrossed in the activities at the after school club. The staff know the children well and support children's learning through purposeful play.
- Partnerships with parents and teaching staff are good. This ensures information about children's welfare and learning is effectively shared.
- Children have good relationships with the staff who provide a safe and secure environment for them. Staff implement safeguarding policies and procedures well. This helps staff to protect children's safety and welfare.

### It is not yet outstanding because

- There is scope to improve opportunities to develop children's independence skills.

## 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 children's play in the main play area and in the hall. Staff's interaction with the children was also observed throughout the visit.
- The inspector spoke to a parent, the manager, members of the staff team and the children during the inspection.
- The inspector looked at assessment information, evidence of suitability of staff working within the club and a range of other documentation.

## Inspector

Angela Ramsey

## Full report

### Information about the setting

Kids' City at Jubilee Primary School is one of a number of provisions run by Kids' City, a registered charity. It registered in 2008 and operates from Jubilee Primary School situated in the London Borough of Lambeth. The group has use of the community hall, two sports halls, ICT room and a classroom. In addition to this the group is also able to use two playgrounds, a Forest School and the secret garden.

Children attend from 3.30pm to 6pm Monday to Friday term time only. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four staff members, all of whom hold an appropriate early years qualification. There are 50 children on roll.

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

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

- enhance children's independence at snack time, and throughout the session for example, for example by enabling children to serve themselves drinks.

### Inspection judgements

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

Children enjoy their time at the group and they make good progress in relation to their starting points for learning. This is because staff have a secure knowledge of how children learn. Furthermore, staff provide a wide range of interesting and challenging activities linked to children's interests. Staff enthusiastically join in play with the children and effectively extend their learning through talking to the children about what they are doing. For example, resources that support children's creativity are freely available. Children are able to make models using wooden spoons. Children paint facial features on their models using paint. Children are free to use wool, material and paper to design clothes and hair on their models. Staff sit alongside the children, valuing their ideas and offering support when needed.

Children's fine muscle skills equally supported well. The staff team provide a range of construction toys of different sizes, some which are made of wood or plastic that fix together in a variety of ways. For example by twisting, pushing or slotting together.

Outdoor play is a firm favourite with the children after the school day. Children are able to use the school's playground and the Forest School area. In this area children have regular opportunities to achieve and develop confidence and self-esteem. This is realised through hands-on learning experiences in a natural environment. Here children are able to build

dens and tents using materials such as wood, tarpaulin and hessian. On occasions children are able to toast marshmallows over a camp fire.

Good quality support from staff ensures children's communication skills are fostered well. Staff use opportunities to extend children's natural curiosity. For example, staff initiate interesting conversations with the children as they engage in activities. Staff ask open-ended questions which enable children to become confident talkers. This fosters children's communication skills.

Staff are skilled in planning activities to meet children's individual needs. Observations of what children can do and what they need to learn next are well kept. This information is used effectively to plan activities which support children in their learning and development so they make good progress. Staff encourage parents to share information about their children when they start at the after school club. Parents can look at their child's file at any time. This ensures they are kept up to date with their child's progress. Staff have also established good relationships with teachers. This communication helps to promote good levels of continuity and benefits children's all-round progress.

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

Children are happy and confident. They arrive in an eager anticipation of what they are going to do while at the group. Staff offer new children taster sessions to help each new child to settle in. Parents are also asked to supply information about their child's likes, dislikes, interests and individual care needs. This enables staff to meet them successfully.

There are good procedures in place to keep children safe. The staff team has attended safeguarding training and are well aware of their roles and responsibilities in protecting children. They are aware of the possible signs that would cause them to be concerned about a child's welfare. Staff know who to contact should they have any concerns about a child's welfare. Staff support children effectively in learning about personal safety. For instance, staff practise fire drills regularly with the children so that they know how to leave the building swiftly and safely in the event of an emergency. Staff conduct effective risk assessments, which they use to highlight any potential risks and the measures required to minimise these.

Staff promote children's health well. Children have opportunities to play outdoors, where they benefit from fresh air and exercise. Indoors, children are able to practise movement skills through games with balls and hoops. Children follow good hygiene procedures; for example, they clean their hands before tea. Teatime is a sociable occasion. Children sit and talk to each other and display good table manners. However, staff do not fully encourage children's independence at meal times, for example by allowing them to pour their own drinks.

Children commented at the inspection that they enjoy being at the club and playing with their friends. Children play cooperatively, which demonstrates the close relationships they form with one another. Generally children's behaviour is good. To ensure consistency,

children follow the same rules as the school regarding expectations about their behaviour. Positive behaviour is rewarded which works along with the school.

Children learn about diversity and inclusion. Children have recently celebrated Black History month. Children learnt about famous people such as Barack Obama, Rosa Parks and Nelson Mandela. Before tea time a member of staff takes the register and the children enjoy responding to their name in different languages such as in French and Spanish.

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

The manager and her staff team have a good understanding of their responsibility in meeting all the requirements of the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development.

There are robust systems in place to ensure staff are suitable to work with children. Good induction procedures equip new staff with the information about safety, evacuation procedures and roles and responsibilities. Staff attend safeguarding training and liaise closely with the teaching staff, so are confident about identifying and reporting child protection concerns. A very effective range of policies and procedures are shared with parents about how staff care for their children. Access doors are kept locked and there are effective systems in place to monitor visitors to protect children. Members of the staff team have a current paediatric first-aid certificate. As a result, children are well safeguarded.

The staff team evaluates the provision together, and seeks the views of the children and their parents. As a result, there are clearly focused improvement plans in place. Staff are also supported effectively by the manager, who regularly observes their practice and gives constructive feedback to help them improve their skills. Activities are planned to ensure children are suitably challenged and are based on accurate observations and assessments.

Parents spoken to during the inspection expressed their satisfaction with the service and the care their children receive. Parents are happy with the way their children are progressing. The manager and the staff team work in close partnership with the school in which they are based.

Children also expressed their feelings about attending the group, commenting 'I think Kids' City is awesome and fun', 'I think Kids' City is very cool and the snacks are nice', 'I like to come to Kids' City because we play, we have lots of activities and enjoy learning with other kids', 'Kids' City is a wonderful place with lovely staff.' Consequently children are happy, settled and enjoy the time they spend at the group. The activities and play opportunities are effective in supporting children's future learning.

### **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>	EY384713
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	943643
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Trojans Scheme
<b>Date of previous inspection</b>	28/04/2009
<b>Telephone number</b>	07590963242

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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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