

Kinder After-School Club at Shears Green Infant School

Shears Green Infant School, Packham Road, GRAVESEND, Kent, DA11 7JF

Inspection date	17/12/2014
Previous inspection date	18/11/2009

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

- The children show they are happy at the club and enjoy the interaction and activities with their friends and younger children.
- A mentor system using older children provides good support and guidance for new children in the Early Years Foundation Stage in reception year.
- All staff display a very good knowledge and understanding of the safeguarding procedures in place, which promotes children's welfare.
- Staff promote healthy eating very well and children enjoy nutritious, tasty and well-balanced foods.
- Staff maintain all the required documentation and records well to help promote the welfare and well-being of all children.

It is not yet outstanding because

- Children are not consistently able to self-select certain resources and activities, due to storage arrangements.

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, childcare practices and reviewed a sample of relevant documents.
- The inspector spoke to children and parents.
- The inspector spoke to management and staff at appropriate times during the inspection.
- The inspector fed back to the supervisor.

Inspector

Mary Vandeppeer

Full report

Information about the setting

Kinder After-School Club at Shears Green Infant School registered in October 2008. It is owned and managed by Busy Bees Limited. It operates from a main hall in Shears Green Infants School in Gravesend, Kent. Children have access to the enclosed school playground and field. The club is located on the ground floor. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Currently there are 10 children in the early years age range on roll. The club is open each weekday after school until 6.00pm and offers full-day care during school holidays. The club employs a supervisor and three other staff all of whom hold a relevant childcare 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:

- improve the storage of toys and resources to make them more accessible to promote children's independent choices during spontaneous play and activities.

Inspection judgements

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

The supervisor and staff display a good knowledge and understanding of the Early Years Foundation Stage and the recent changes to some of the requirements. They have applied them appropriately to benefit the children in the early years age range who attend. Staff have developed effective partnerships with the schools the children attend. This results in them being able to continue in the support of the children's learning, individual skills and interests. There are challenges for the club regarding the appropriate storage for some of the resources. This affects the effectiveness of the provision of a broad range of activities and equipment. Nevertheless, the staff ensure the environments children use are age appropriate and stimulating. Overall, children have opportunities to choose or ask for what they wish to have and to initiate their own play and learning. It is clear that all children enjoy their time at the club.

Although the club staff do not have to provide full educational programmes they make sure they have a regard for the areas of learning to support the needs of the children in the early years age range. Staff place particular emphasis on children's personal, emotional and social needs, communication and language, and physical development. Children make good use of their time, catching up with friends and exploring their interests. In spite of the wide age range, children are at ease and happy in each other's company. They are able to discover their own differences and able to learn that everyone deserves respect. Staff try and plan popular activities and encourage children to work as a

team, for example, playing bingo, board games and engaging in role-play activities. Children sometimes choose to write and can test their newly gained writing and number skills with each other and adults. This helps children further develop their problem-solving and thinking abilities. The outdoor play area is not used as much in wintertime due to lighting issues. However, it is a space where children can play ball games when able to. Children display a positive attitude towards their play and time spent at the club.

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

The children attending are from several schools in the surrounding area. A mini bus is used to ferry them to the after-school club. Key persons supervise the younger children well. Staff have introduced a mentor scheme to support the younger children. Staff select older children to help the younger children to settle in and guide them through the routines. This is working very well and has been successful in helping the younger children feel safe and cared about. Children are greeted warmly and staff use their knowledge of each child to hold meaningful conversations. Children demonstrated very clearly that they felt relaxed, happy and safe when at the club. Children are eagerly occupied finding friends and choosing activities to go off and play with as soon as they arrive. Staff engage children and use effective care practices, meaning children are accepted for who they are and feel emotionally secure.

Children show they have a good knowledge of the club's routine and help prepare for their tea, laying the table and sorting out the buffet style food. The children interact very well with the staff and each other. They are learning to negotiate in their play and are gaining good levels of independence. Older children display a supportive role and behave positively towards others. Staff are good role models for the children. They promote good manners and set clear expectations. Staff give good and caring attention towards the children. They help children to sort out any disagreements, enabling the children to learn important personal and social skills.

Children enjoy balanced and nutritious meals and snacks, which are pre chosen. This helps to promote healthy eating. Drinking water is available at all times, contributing to children's healthy diets. Children engage in physical play activities; helping promote their understanding of the value of physical activity and the effect it has on their bodies. Children's safety and well-being are given good priority by the provider. Staff carry out regular safety checks of the premises to keep hazards to a minimum. Children have practised the club's emergency evacuation procedures, the results of which are recorded and evaluated. This also enables children to have a good understanding of how to keep safe in an emergency.

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

The supervisor is qualified and experienced in childcare and out-of-school provisions. She organises the record keeping and paperwork professionally and efficiently. The other staff

employed to care for children are also experienced and qualified. All demonstrate a good understanding of the safeguarding and welfare requirements. The company ensures all staff have access to suitable safeguarding training. They are also responsible for updating policies and procedures, which underpin staff practice. This enables staff to be effective in the promotion of the welfare and well-being of children.

The supervisor demonstrates a good understanding of her responsibilities towards the protection of children. There are well established recruitment and vetting procedures in place, helping ensure all those working with children are suitable to do so. The supervisor monitors new staff well during their probationary period. Professional development opportunities keep everyone up to date with new training opportunities. Staff confirm they feel listened to and can approach the supervisor and line manager confidently about any issues they may have. This results in positive contributions to the future improvement and success of the club.

Children in the early years age range receive good support regarding their learning at school. Staff members discuss the children's progress and class projects with reception teachers at school. This allows them to plan other complementary activities , to extend and develop children's skills in different areas. The supervisor is able to make improvements, which benefit the children, for example, by building on the resources provided and taking children's views and ideas into account. Staff welcome parents' involvement in their children's time at the club. This shows the club staff have a positive commitment to working in partnerships with parents and others to meet the needs 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

Unique reference number	EY385512
Local authority	Kent
Inspection number	829956
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	26
Number of children on roll	200
Name of provider	Kinder Nurseries Ltd
Date of previous inspection	18/11/2009
Telephone number	01474 566700

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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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