

Star Kids Out of School Club

The Bridge Community Primary School, The Community Campus, Birdwood Avenue, DARTFORD, DA1 5GB

Inspection date	07/01/2015
Previous inspection date	05/12/2011

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a range of experiences that enables children to join in group activities, play with their friends or simply relax after their school day. As a result, children are happy and confident while at the club.
- Children's behaviour is good and they show they feel emotionally secure in the welcoming environment.
- Staff have a sufficient understanding of safeguarding procedures. This means that children remain safe and protected at the club.
- Staff work in partnership with parents and the host school to securely share information before children start at the club. This ensures children benefit from continuity in their care and learning.

It is not yet good because

- There is not always a member of staff with a current paediatric first-aid certificate on the premises and available at all times when children are present.
- The owner did not notify Ofsted of a change in manager, which is a breach of legal duties.
- Staff do not always encourage children to wash their hands before eating, to promote their understanding of health and hygiene practices.
- Staff do not fully value children's home languages and cultures through the display of

print and pictures around the environment.

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 activities indoors and outdoors.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a range of documentation, including policies and procedures, accident, medication and attendance records.
- The inspector took account of parents views spoken to on the day of the inspection.
- The inspector held a meeting with the provider, and spoke with children and staff.

Inspector

Nicola Jones

Full report

Information about the setting

Star Kids Out of School Club registered in June 2011 and opened in September 2011. The club is privately owned and managed. It operates from a classroom attached to The Bridge Community Primary School, Dartford, Kent. There is an area for outside play. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates five days a week, Monday to Friday 3.15pm to 6pm. A holiday play scheme is provided during some school holidays from 8am to 6pm. There are currently 30 children on roll. Three members of staff work at the club and they all hold appropriate qualifications, two at level 3 and one at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure at least one person who has a current first-aid certificate is on the premises and available at all times when children are present
- develop understanding of responsibilities to inform Ofsted of significant events and changes, including a change of manager.

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

- enhance opportunities for children to see their home language and take further steps to raise children's awareness of the wider world
- support children's understanding of healthy lifestyles through implementing consistent hand washing routines and expectations.

Inspection judgements

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

Staff have a secure knowledge of the children in their care, and a good understanding of how to support them to build on their learning that takes place in school. Staff provide a variety of activities for the children to enjoy, which complement the experiences they have in school in a fun and informal way. Children's independence is highly encouraged as they choose for themselves the activities they want to do, with easily accessible resources to further extend their play.

The environment is effectively organised and well resourced. Children have ongoing access to an outdoor area where they develop their physical skills, playing football and taking part in throwing and catching games. Children are provided with lots of opportunities to talk to each other and the staff, which builds on their communication skills well. Staff motivate children to take part in activities. For example, children are very excited to take part in a cooking activity. They talk about how much they enjoy making things at the club, and that each week it is something different they can take home.

Staff use effective systems to identify what children know and can do and plan activities that reflect the children's individual interests. They take account of children's next steps in learning because they work closely with the school teacher to share information. Parents receive regular feedback which helps them to feel well informed about their child's experiences at the club.

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

There are not always staff present at the club who hold current first-aid certificates, which is a breach of requirements. However, staff demonstrate a suitable knowledge and skills in order to respond to children's accidents and injuries appropriately. In addition, the owner has taken steps to book immediate training for staff. Consequently, the impact on children's well-being is reduced.

Staff promote children's safety well by providing suitable supervision at all times. Children settle quickly on arrival from school and participate in activities of their choice. Staff have a warm rapport with children, who are able to make their needs known. This ensures children's emotional and social well-being is met. The key-person system is sufficiently embedded to meet younger children's needs so that they form secure attachments. Staff gain information from parents about children's individual needs as they start and exchange further information at collection times. As a result, children settle in quickly at the club and staff overall are able to support children's care, learning and development well at the club.

Staff provide activities to support children's understanding of diversity through celebrating different festivals. However, staff display little print in children's home languages or positive images of diversity to further enhance children's understanding of the wider world. Children are encouraged to develop physical skills and understand the importance of exercise and healthy eating. They regularly enjoy fresh air as they play outdoors. Food is freshly prepared and children help themselves to drinking water available throughout the session. However, staff do not always encourage younger children to wash their hands before eating, to fully promote their understanding of healthy lifestyles.

Children are cared for in a safe and secure environment. Staff check all areas inside and outside before each session to ensure any potential hazards are minimised or removed. They help children learn about keeping safe as they remind them of the club rules and expectations. For example, children know and understand the areas they can use when playing outside. Children's behaviour is managed well by staff, who encourage children to

play and support each other.

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

The leadership and management of the club require improvement as the owner has breached the requirements of the Early Years Foundation Stage and Childcare Register. She has failed to notify Ofsted of a change of manager. In addition, she has failed to ensure there is always a member of staff with a valid paediatric first-aid certificate on the premises at all times when children are present. However, the owner has arranged paediatric first-aid training for staff in the near future. Most staff's first-aid certificates have only just expired. Staff demonstrated on the day of inspection that they have sufficient knowledge to respond appropriately in the event of an accident. Therefore, there is no significant impact on the children.

Staff demonstrate a sufficient understanding to safeguard children. All staff have received relevant safeguarding training, and are aware of when and where they should refer any concerns they may have about children's welfare. There is a written safeguarding policy, which includes the use of mobile telephones and cameras, and the procedure to follow if an allegation is made against a member of staff. Sound safer recruitment procedures ensure that all staff are suitable to work with children.

The manager continues to monitor the play experiences children receive. This is through ongoing reflection and evaluation of daily activities by the staff. This enables the manager and staff to identify further opportunities to support and complement children's learning in their main school setting. The manager makes use appropriate use of regular one-to-one supervision meetings and yearly appraisals to seek staff's views, assess their current performance and plan ongoing targets.

Self-evaluation processes take account of the views of staff, children and parents. For example, questionnaires seek the views of parents and children. The management identify some suitable areas for improvement, which focus on improving the outcomes for children. Staff have built good partnerships with the host school and this contributes to children's experiences and ongoing learning needs. Feedback from parents is positive as they comment that their children enjoy their time at the club and have fun after their day at school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first aid certificate (Compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid certificate (voluntary part of the Childcare Register)
- ensure Ofsted is informed of the appointment of a new manager (Compulsory part of the Childcare Register).
- ensure Ofsted is informed of the appointment of a new manager (Voluntary part of the Childcare Register).

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	EY428551
Local authority	Kent
Inspection number	823421
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	18
Number of children on roll	30
Name of provider	Olayinka Thompson
Date of previous inspection	05/12/2011
Telephone number	07411396006

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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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