

# Kid's City at Sunnyhill Road

Sunnyhill Primary School, Sunnyhill Road, London, SW16 2UW



## Inspection date

Previous inspection date

10 March 2015

11 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not met	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff and children do not always follow the rules they have set up together. The atmosphere is often too noisy and hectic when children move from one activity to another. These transition times are not enjoyable for most children.
- The planned craft activities do not suit the needs of all children. Some children lose interest and do not get the satisfaction of finishing what they have started.
- Staff do not give children enough opportunities to show their skills and take on more responsibilities in the sessions. For example, children do not get to do their own washing up even though they are keen to help.
- Leaders, managers and staff do not make full use of the information they collect about children's achievements when planning activities.

### It has the following strengths

- The new manager has made extensive improvements to policies and the range of activities available. These changes are beginning to have a positive effect on meeting children's needs.
- Staff talk to children to find out what they would like to do so the programme matches their interests well. Children become absorbed in games that they have helped to choose for the club.
- Children make the most of the outdoor play space and have fun playing football and running games. They show great skill when climbing, jumping and balancing on the wooden sailing ship.

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

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

- develop activity planning in more detail to take account of the abilities and achievements of all children
- consider ways to encourage children's independence and self-care skills further, particularly by providing more opportunities for them to help set up and clear away at snack time
- develop a consistent approach among all staff to implement the setting's rules with children routinely throughout each session.

### **Inspection activities**

- The inspector observed staff and children of all ages as they played and interacted with each other, indoors and outside, and talked with them at suitable times during activities.
- The inspector discussed the work of the setting with the manager and provider.
- The inspector talked to parents at suitable times and took account of their written comments.
- The inspector looked at documentation, including activity plans, written policies and procedures, and sampled children's development and staff management records.
- The inspector checked the procedures in place for the safe recruitment and management of staff, including checks carried out with the Disqualification and Barring Service.

### **Inspector**

Christine Davies HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff are not always on hand to help children learn and develop new skills, as they are often occupied in ensuring safety as children move around. When they can, staff spend time with the younger children and join in their play. They talk with children and demonstrate new skills. For example, staff broaden children's thinking about different shapes as they cut play dough together. Children quickly become frustrated with activities such as sewing. This is because staff do not always provide the right resources or make sure children have mastered the basic techniques. Staff plan other recreational activities well with the children to spark their interest. Children are keen to go outdoors and play energetic football, netball or 'pirate' chase games on the wooden ship climbing frame. Children build on their imagination, communication, physical and teamwork skills through play indoors. They get deeply involved as they share fantasy-world figures and construction sets with others.

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

New routines and praise from staff for good behaviour are slowly beginning to bring out the best in the children. Older children are starting to take responsibility for their behaviour and act as positive role models for the younger children. At times, the group is too noisy as children talk loudly, all at once. Staff do not consistently remind children to stick to the 'respect' rules they have agreed. Staff build in time for children to rest and eat healthy snacks. However, the staff do most of the preparation and tidying up and do not always encourage children to help. They listen closely to parents and take account of children's individual needs when they are settling in. Staff keep basic records about the needs of their key children. They are available daily to talk to parents about children's progress, although at busy times information exchanges are usually brief.

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

Following an inspection by Ofsted in October 2014, at which no children in the early years age group were on roll, the provider accurately identified weaknesses in the setting. The provider promptly appointed an experienced manager who has made substantial improvement in a short space of time. New behaviour management policies, although not consistently implemented, are starting to have a positive impact on the safety, enjoyment and behaviour of children. Basic systems for monitoring activities and keeping records of children's progress are in place. Inconsistencies among staff that are holding back the implementation of the action plan are being tackled by training within the Kids' City group. The manager has improved communication with the staff at the school about the support they offer to meet the needs of individual children. The manager inspires staff, children and parents with confidence because she takes account of their views when identifying what needs to improve. Safeguarding has a high priority. Staff are recruited, supervised and trained well to maintain safety and know what to do if they have concerns about a child.

## Setting details

<b>Unique reference number</b>	144724
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	1008159
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	35
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Trojans Scheme
<b>Date of previous inspection</b>	11 November 2014
<b>Telephone number</b>	07850003603

Kids' City Sunnyhill Road out-of-school club has been open since 2007. The club has the use of a classroom, the hall, toilet and washing facilities, and the playground at Sunnyhill Primary School. The club is used by children who attend the school. There are currently 35 children on roll aged between 4 and 11 years; five of these children are in the early years age group. The club opens each week day from 3.15pm until 6pm during school term times. A team of six full- and part-time members of staff, including the centre manager work with the children. There are a number of volunteers who work on different days of the week. Four staff hold appropriate childcare qualifications.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

