

Kidscape After School Club

Raynham Primary School, Raynham Avenue, LONDON, N18 2JQ



Inspection date

2 June 2015

Previous inspection date

29 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Children are not assigned a key person to help ensure they settle well and so that staff can understand and meet their individual needs. This sometimes affects their emotional well-being.
- Although staff are knowledgeable and follow the safeguarding procedures, the written procedure does not include the use of mobile phones and cameras in the setting.
- The provider has met all areas identified for improvement at the last inspection. She has started to evaluate the provision, although this is not yet sufficiently robust to identify key areas for development.

It has the following strengths

- Staff provide a range of activities for children and have recently introduced scrapbooks of the younger children's achievements. They share these with parents and teachers to complement children's care and learning.
- Staff are positive role models so children learn about valuing and respecting others.
- The provider has developed systems for safer recruitment, staff supervision and training so promotes children's welfare soundly.

What the setting needs to do to improve further

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

- ensure each child in the early years age group is assigned a key person in order to promote their well-being and meet their individual needs
- ensure the written procedure to safeguard children covers the use of mobile phones and cameras in the setting to fully promote children's welfare.

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

- improve self-evaluation so that it clearly identifies key areas for development and the actions planned to make ongoing improvements.

Inspection activities

- The inspector spoke to members of staff and children, and held meetings with the manager and provider at appropriate times during the inspection.
- The inspector observed activities in the indoor and outdoor areas.
- The inspector carried out a joint observation with the provider.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at evidence of suitability of staff working in the setting and a range of other documentation, including policies and procedures.

Inspector

Catherine Greene

Inspection findings

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

Children develop their skills in communication while talking to each other and staff. They develop their confidence and enjoy teamwork as they play with construction resources and during physical games. Inside, children focus and relax as they choose to complete homework, play pool and video games in mixed groups of boys and girls. However, staff do not consistently meet children's needs at times because of the lack of a key-person system. Children make the most of the outdoor play space and also have fun playing ball games during planned activities indoors. They show great skill when climbing, jumping and balancing on the climbing frame outside. Staff have some discussions with teachers and parents about what children enjoy doing at home and school, and how they can complement their experiences and help to prepare them for their next stages in learning.

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

As children arrive, staff promptly complete the register. They also make sure children are signed out at the end of each session. Children know the routines, cooperate well and follow the directions of the staff. All staff are first-aid trained so they are confident about dealing with any minor injuries, and accidents are recorded appropriately. Although younger children are generally settled, no staff members are identified as their key person to ensure children's individual needs are sensitively addressed. This means that, at times, staff do not fully meet children's emotional needs, particularly during larger group activities. In general, all staff work with children and their parents to take account of children's individual needs when they are settling in. They keep records about the children at registration and talk to each other to assess children's emotional well-being. Staff are available daily to talk to parents about children's progress. Parents state that their children enjoy attending and that they value the flexible service the setting provides. Staff teach children about healthy lifestyles through nutritious teatime meals that children enjoy.

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

Overall, the provider understands her role in delivering the Early Years Foundation Stage. She monitors staff practice and assesses whether they have clear knowledge of child protection issues and the procedures to follow in the event of concerns about a child. However, the safeguarding policy does not include all required details. In addition, self-evaluation does not include the views of staff, parents or children and is not robust enough to identify all areas for improvement. The staff are encouraged to use the many valuable resources the school provides, including the library and farm. The provider works closely with the headteacher and gains information from children's teachers about what children are learning at school. As a result, children generally receive continuity of care.

Setting details

Unique reference number	EY381877
Local authority	Enfield
Inspection number	1005680
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	35
Number of children on roll	2
Name of provider	Kidscape After School Club Ltd
Date of previous inspection	29 January 2015
Telephone number	0208 2924 835

Kidscape After School Club registered in 2008. The club operates from Raynham Primary School, in Edmonton, in the London Borough of Enfield. The club is open each weekday from 3pm to 6.15pm, during term time. There are four members of staff and all hold early years qualifications to at least level 2.

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