

Kool Kidz (Churchfields) Limited

Inspection report for early years provision

Unique reference number EY381098
Inspection date 12/11/2009
Inspector Jennifer Liverpool

Setting address Churchfield Primary School, Latymer Road, LONDON, N9
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kool Kidz @ Churchfield Primary School was registered in 2009. The group is owned by Kool Kidz (Churchfields) Limited. The group operates in Churchfield Primary School in Edmonton, in the London Borough of Enfield. After school care is provided for the pupils of Churchfield Primary School and the group is also able to offer places to children from other local schools. The group operate each weekday after school from 3.15pm to 5.45pm during term time.

The group is registered to provide care for a maximum of 24 children from four to eight years at any one time, of these, 12 may be in the early years age range. There are currently eight children in the early years age range on roll. The group is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. All staff hold appropriate early years and play work qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's personal, social and emotional development are appropriately promoted through daily routines alongside a range of activities that supports their creative and literacy skills. Children's welfare is safeguarded as procedures that are in place contribute to the satisfactory promotion of their health and safety. Staff work in partnership with parents and other providers to ensure that children individual needs are appropriately met. A welcoming service is provided for all children and their parents and in addition to this, a suitable range of anti-discriminatory resources and activities enable children to acknowledge and accept each others differences. The staff team are committed to making improvements for the outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that each child in the early years age range is assigned a key person (Organisation) 26/11/2009

To further improve the early years provision the registered person should:

- improve the facilities for hand washing by making sure that soap is available for children to use
- develop robust systems for staff recruitment particularly in relation to obtaining professional references and ensuring that it is the most current reference
- update the record of risk assessment to include the assessments of risks for

- the outdoor play area
- update the policy for child protection and safeguarding to include the procedures for recording and reporting matters of concerns and naming the designated child protection person
- monitor the video films to ensure that they convey positive messages and are appropriate for children for children to watch
- develop the process for monitoring practices to fully identify areas of weaknesses effectively in order to continue to improve outcomes for children

The effectiveness of leadership and management of the early years provision

There are appropriate systems in place that promotes and safeguards children's welfare in the club. Staff have sound knowledge and understanding of how to protect children from harm and the procedures to follow if they have any concerns about a child in their care. Whilst staff are capable of verbally demonstrating these procedures, the written policy for child protection does not give clear information to enable parents to comprehend the process for recording and reporting concerns, nor does it name the designated staff responsible for child protection issues. Regular risk assessments indoors are carried out, completed daily and helps staff to identify and address any potential hazards, thus minimising the risks to children. However, safety checks for outdoors is not included in the assessments and as a consequence, children's safety is not fully guaranteed. The process for vetting the suitability of staff is not entirely robust as at times there is an over reliance on obtaining references that are not current or come from personal contacts. Overall, a number of policies are in place to promote children's well-being and are accessible for inspection. The certificate of registration is prominently displayed.

The setting does not currently care for children with additional needs, however they demonstrate a sound understanding that some children may have additional needs and are committed to offering all children opportunities to meet their full potential. Children benefit from the positive relationship between their parents and staff. Parents provide relevant information about their child to staff in order that children's individual needs are known. In turn, staff ensure that parents are informed about how their child generally spend their time at the setting, any incidents children encounter and the activities they participate in. Some parents voluntarily share information with inspectors and comment that they are happy with the service offered to their children, including staff's welcoming and supportive manner. This helps to promote children's welfare. The partnership with the staff and children's teachers are developing as some information with regards to children's learning and development is shared, which staff at times, use to support individual children in particular areas of learning. Staff have a clear understanding of each other's strengths and work to the advantage of this by sharing responsibilities for organising the session, managing children's health and safety and planning activities. The managers have not yet formalised methods to monitor and evaluate their practices, though some strengths and weaknesses have been identified. Overall, staff are committed to developing their knowledge to keep up to date with the changes.

The quality and standards of the early years provision and outcomes for children

All children are made to feel welcome and each of them is individually greeted on their arrival. Consequently children settle well and they are keen to play with the activities and resources that are set out for them each day. Children of all ages benefit from the warm and friendly interaction they receive from the staff. They readily approach staff for support, which indicates that a trusting relationship is developing. Whilst staff are appropriately deployed to ensure children are supervised throughout the session, the children in the early years age range are not yet assigned a key person to ensure careful supervision of children and to be the main point of contact for parents. This is a breach of a specific welfare requirement.

The staff have some understanding of the requirements for children's learning and development. They have begun to observe, monitor and keep a record of children's achievements through brief anecdotes and samples of children's work. Planning activities is in place, mainly covering particular areas of learning, such as, creative, physical and some aspects of social development. For example, children have regular opportunities to develop their creative skills as they make face masks using a variety of materials. The younger children from the early years age range enjoy dressing up and acting out real life situations in the role-play area. Staff supervise and interact with boys and girls playing with dominoes and draughts, intervening at appropriate times to remind children about the rules of the game. Children take part in physical outdoor games, such as, football, basketball and skipping. Indoor games including volleyball and the obstacle course contribute to children's health as well as developing team building skills. Children enjoy a range of practical activities that promotes their understanding of number operations and other mathematical concepts, such as learning to tell the time.

Discussions from members of the staff team and some photographic displays indicate that children have opportunities to gain experiences about knowledge and understanding of their environment. This particularly relates to children discovering and identifying features of living things. For example, animals, such as chickens, rabbits and guinea pigs are kept in an enclosed area within the grounds of the school. Children are able to touch and feed the animals, and observe chickens laying their eggs. Children show interests in letter sounds and writing and they write recognisable letters that are correctly formed. Staff support children in developing their communication and language abilities through encouraging conversation in a group situation at circle time sessions. Also, staff respond to the requests from teachers to assist children in developing their literacy skills. Children are provided with opportunities that enable them to develop a positive sense of identity when using skin tone paints for painting self portraits and they are supported to acknowledge their differences in circle time discussions, and participate in celebrating cultural festivities.

Appropriate daily routines and explanations help younger children to understand the importance of good personal hygiene and older children automatically wash

their hands after visiting the toilet. However, on the day of the inspection, children did not have access to soap in the toileting areas to ensure that their hands are thoroughly cleaned after using the toilet. Children benefit from fresh fruits and vegetables that are prepared on the premises. This helps children to develop good eating habits. Children are receiving inconsistent messages about behaviour because on one hand the club rules that are on display clearly indicate ways to develop good relationships with their peers and adults. Whilst on the other hand children are permitted to watch video films showing a number of fight scenes and the word 'fight' flashing on the television screen. Children are learning to take responsibilities for keeping themselves safe through reminders to sit down when eating and to not run around in the room as they might injure themselves or others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met