

Kingsley Kids Club

Inspection report for early years provision

Unique reference number 124974
Inspection date 15/12/2009
Inspector Rebecca Hurst

Setting address Kingsley Primary School, Thomson Crescent, Croydon,
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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

Kingsley Kids Club is based in Kingsley Primary school in Croydon. It is managed by a committee formed with the involvement of the school Governors. The setting was registered in 2000. The after school club accommodates 30 children between the ages of four to 11 years. All children attend the primary school and are collected by staff unless a prior arrangement has been made with parents. The club also operates a holiday play scheme.

Children have full use of two large halls and a spacious outdoor area. There is a separate kitchen and the toilets are located within the premises.

There are four staff currently employed to work with the children and another staff member who prepares the tea. The manager oversees the running of the group. There is a named deputy who can take charge in the absence of the manager.

There are five children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club is open from 14.30 to 17:45 during the term time and from 08:00 to 17:45 in school holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, settled and confident in the setting, because staff develop warm and caring relationships with the children. They have easy access to a well arranged room where they are able to make choices from a broad range of activities which meet their learning needs. The manager of the setting consistently works to improve the provision through further training for both herself and her staff, which enhances the staffs' childcare practice and which promotes good outcomes for children. The setting has a good partnership with others, which results in a service that is responsive to the needs of its users.

What steps need to be taken to improve provision further?

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

- ensure drinking water is available to the children during physical activities in second hall
- ensure staffs finishing time is recorded on the register

The effectiveness of leadership and management of the early years provision

All staff have a thorough knowledge and understanding of child protection and safeguarding children. The setting has detailed policies and procedures in place which detail the steps staff take to safeguard children. Consequently, children are kept safe from harm and neglect. Thorough risk assessments are carried out on the building and the activities that are carried out in the setting. This ensures the children are kept safe whilst they attend the setting. Any concerns found are raised with the school caretaker and the action noted recorded. This ensures care and the safety of the children is paramount to the staff.

The staff ensure children learn about the world around them and about festivals and celebrations from different cultures and religions. The setting has a good amount of resources to promote equality and diversity. The setting works in conjunction with the school and complements the activities they undertake during the school day. All resources are deployed well, and staff rotate resources during the sessions to stop children becoming bored and restless.

Staff work very well with the teachers within the school, and they all effectively communicate the needs of the children. Staff receive feedback daily from the teachers to pass onto parents at the end of the session. Staff work well with children with special educational needs and disabilities, and ensure they gather information from their teachers and work together to aid the development of the children. Parents receive daily feedback from the staff about the children's day at school and the setting. A notice board is available which displays menus for the children. This ensures that parents are kept up to date with what is happening daily at the setting.

All staff work together to evaluate the setting, and assess what they are doing well and what they feel they need to improve upon. Parents and children are also involved with this evaluation by answering questions asked by the staff. As a result, the setting is responsive to its users, and it ensures that every one has an active voice in how the setting works. The manager is continually evaluating the training needs of the staff to ensure they are able to meet the needs of the children within the Early Years Foundation Stage. The children are signed in and out, all times are clearly recorded. However, the staff do not consistently sign out of the setting, as a result it is not clear the hours they worked and in an event of an emergency it is not clear who is in the building.

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

Staff assign each child their own key carer when they start at the setting. They are responsible for the settling in of the children and making sure that parents are kept informed about the progress or any concerns they may have. The key carer also ensures that the parents are aware that they are the key contact in the setting for their child's needs. Children are able to feel safe due to the vigilance of the staff.

Staff explain to the children about the correct ways to move around the room and how to handle the resources correctly. Staff are also at hand to offer reassurance should the children require it. All activities help the children to develop skills for the future.

Staff ensure children are involved in the planning of activities and that if they do not like the activity, the staff will assess it and adapt it for the next session. Children are able to adapt a healthy lifestyle through the healthy and nutritious snacks that are provided by the staff. Children have access to fresh water in the main hall, however, when they move to the second hall for physical activities, they do not take water with them. As a result, staff are taken away from the ratios to bring children back to the main hall to get a drink. Staff also gently remind children to wash their hands before they have snack. This ensures they are protected from cross contamination and infection.

Children enjoy well thought out activities which help them to unwind after a full day at school. Staff take time out to explain to the children how to play with the activities, especially table tennis. All children thoroughly enjoy making their own Christmas stockings and glitter pictures. All children work very well with their peers and the older children aid the younger ones with their work. Staff are calm and talk to the children at a level they can understand. As a result, children are well behaved and are polite.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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