

# Cross Keys Activities

Inspection report for early years provision

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**Unique reference number** 147522  
**Inspection date** 28/10/2010  
**Inspector** Clementina Ogunsanwo

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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**

Cross Keys was registered in 1997 and is an established Holiday Play scheme. It is managed by X Keys Limited, which runs other holiday provision across the country. The holiday scheme operates from Christ's College Secondary School, which is located between East Finchley and Finchley Central in the London borough of Barnet. Children access the dining hall, drama room, art room, music room, sports hall and gym. They also access the tennis courts, play grounds and sports fields. The setting is registered to care for a maximum of 136 children from four to eight years. There are currently 24 children on roll in the early years age group. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. The setting is open school holidays at Easter, half terms, and summer holidays and occasionally during the Christmas break, with sessions running from 9.30am to 4.30pm. Children choose from three specialist activities, sports, drama and art. Children aged between four and five years join the apprentices group where a range of activities are provided. The setting is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. There are four members of staff employed to work with the children, two of whom are qualified teachers, and two unqualified staff. A disabled ramp facilitates access for children who may require adapted access.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Cross Keys is a good out of school setting. Children's learning and development are promoted effectively in a caring and nurturing environment. A well established monitoring system ensures that all children are treated equally and included in the wide range of activities. A particular strength is the outstanding effectiveness with which the setting engages with parents and others. The setting is well resourced and has a good capacity to improve further.

## **What steps need to be taken to improve provision further?**

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

- further develop assessment systems to enable staff to effectively monitor children's progress in all areas of learning.

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

The committed leadership and management ensure that policies are reviewed and accessible to ensure the good day to day care of the children. Safeguarding procedures are secure and risk assessments are carried out on a regular basis. The premises are clean and secure, with controlled visitors' access and exit to ensure

the safety of the children. Leaders are actively committed to improving the quality of provision. For example, leaders have identified staff's training needs clearly. Staff's good access to training programmes and guidance from the local authority Early Years Service is assisting the setting to successfully drive improvement and improve the quality of provision. The setting's positive links with the local primary school assists staff in the appropriate recruitment and selection of qualified staff, which promotes consistency in the quality of care and education of the children.

Self-evaluation is good. Staff work well as a team and take collective responsibility for the care and active promotion of the welfare and learning of the children. The setting has extensive resources to promote children's learning opportunities. However, what children need to learn is not clearly specified in planning, which results in gaps in staff's assessment of the rate of progress children make towards their achievement of the early learning goals. Staff make excellent use of the ample indoor and outdoor spaces. For example, the main hall supports children's exciting drama sessions whilst the spacious gym is used effectively for the weekly 'Stretch and Grow' sessions. The children's use of the main school outdoor playgrounds and fields for energetic outdoor games and tennis sessions help to extend the range of learning experiences.

Promotion of equality and diversity are good. Staff make good use of the story sessions to develop children's sensitivity to others with additional needs, which assists in the social integration of the children with special education needs and/or disabilities. Special events, such as African drumming sessions develop the children's awareness of other cultures. Partnerships with parents are outstanding. The setting actively seeks and acts on parent's views, which are expressed through questionnaires, informal daily discussions and parent's suggestion box. Parents provide helpful background information about the children, which assist staff in planning for the unique needs of each child. Parents and carers hold the work of the setting in high regard. One parent commented 'Brilliant, my child loves it and look forwards to attending each session'. Leaders have effectively addressed the identified areas for improvement raised at the last inspection. For example, the children's washroom has improved drying facilities.

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

The setting provides a wide range of interesting activities, which sustain the children's interest. For example, children persevere for extended periods of time to undertake creative expression activities, which include drawings and junk modelling. They particularly enjoy role play activities, during which they dress up as their favourite cartoon character. They demonstrate good early social skills as they happily take turns to undertake scheduled activities, such as the popular use of the bouncy castle in the spacious hall. Behaviour is good. Staff's positive discussions with the children during activities help to extend the children's play. Children positively respond to the support of the staff, which contributes to the setting's positive atmosphere. Children confidently approach staff to express concerns and to discuss their completed work. Good use is made of specialist visits, such as 'Animal Encounter' to develop the children's knowledge of animal

features. Regular outdoor football number games, during which children explore simple number operations, are helping children to develop awareness of number. Group action song sessions with body movements corresponding to the words of the song contribute to the meaningful learning opportunities. Subsequently, children make good progress towards achievement of the early learning goals and in developing skills for the future.

Snack times are fun with children sitting together to eat their snacks in a calm and relaxed learning environment. Children's health is promoted well and they have free access to fresh drinking water. Regular outdoor games, which include tennis and the use of the indoor bouncy castle are increasing the children's awareness of an active lifestyle. Children's thoughtful examples of the settings safety rules provide regular positive contribution opportunities. Planning covers the six areas of learning and ensures a balance of child-initiated and adult-directed activities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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