

Kids N Clubs

Inspection report for early years provision

Unique reference number EY426158
Inspection date 14/10/2011
Inspector Fiona Robinson

Setting address Little Heath Primary School, School Road, Potters Bar,
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Type of setting Childcare - Non-Domestic

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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

Kids N Clubs was registered in 2011 and is a privately owned out of school provision. It operates from Little Heath Primary School in Potters Bar, Hertfordshire. It has the use of the school dining room and the school hall, and all associated facilities. All children have the use of the school playgrounds and playing fields for outdoor play. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 24 children aged between three and eight years may attend at any one time. Currently there are 28 children on roll, and of these three are in the early years age group. The club is open each weekday from 3pm to 6pm during term time. A breakfast session also operates from 7.40am to 8.40am. Children come from the local area and attend for a variety of the sessions on offer.

There are four members of staff, including the owner who is also the manager, who work with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. A fourth member of staff is unqualified. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience a wide range of interesting activities and achieve well. Staff have good partnerships with parents and carers and the host school, and information is shared effectively. Children behave well and appreciate the care and support they are given. They have access to a developing range of resources and equipment at the club. The manager and staff have a good knowledge of the club's strengths and areas for improvement. They demonstrate a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop the use of information and communication technology resources and toys in activities
- develop the system for recording children's achievements and progress.

The effectiveness of leadership and management of the early years provision

Safeguarding is good because staff have a very good understanding of safeguarding and child protection issues. Children's safety is promoted effectively because staff carry out regular risk assessments. They implement comprehensive policies and procedures which are regularly reviewed. Security within the club is good and parents and carers and staff are familiar with the rigorous procedures for the collection of children. Staff are deployed effectively in the indoor and outdoor environments to ensure children's safety. They use a range of equipment that is well-maintained and safe and suitable for their age. There are robust staff recruitment and vetting procedures to ensure the suitability of the adults working with the children.

The club is well-led and managed. There are good self-evaluation systems in place which help to ensure that improvements have a positive impact on children's experiences. Staff value the views of parents and children and meet regularly to discuss planning and identify areas for improvement. They are currently developing resources for the indoor environment. Staff regularly monitor activities and make effective use of a satisfactory range of resources to meet most of the children's needs. However, resources such as the digital camera and other information and communication technology equipment are more limited. This affects the development of the children's skills to record and share their own experiences with one another and the opportunity to develop the use of these skills through play. Staff evaluate their planning; however systems for assessing the achievements of the youngest children are not fully developed to show their progress over time. Staff attend training opportunities to enhance their qualifications and expertise. There is good promotion of equality and diversity in activities for all children, including those with special educational needs and/or disabilities, and those who speak English as an additional language. Staff ensure children are included in all activities, including team games and creative activities.

Partnerships with parents and carers are good. They are familiar with the policies and procedures of the club. They receive comprehensive information through informal discussions, regular newsletters and the parents' notice board. Parents say their children enjoy attending the club because they have fun and staff are caring and welcoming. Key staff are beginning to develop learning journeys for the youngest children. They keep parents informed of their children's achievement and progress through informal discussions. There are good links with the host school and the club benefits from the use of the school's well-maintained indoor and outdoor areas. Staff ensure children experience a smooth transition to and from school. They are experienced in caring for children with special educational needs and/or disabilities and those who speak English as an additional language, and liaise regularly with children's parents, outside agencies and the host school.

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

Children benefit from being cared for in a welcoming, inclusive environment. Activities are well-organised and children achieve well. Themes, such as Halloween, Summer and Autumn enrich children's experiences. Staff value their interests and ideas and include these in the topics and choices of activities. Children behave well because staff are very good role models with a consistent approach to managing children's behaviour. They share resources sensibly and learn to cooperate when they play team games and participate in tabletop games. Children help to draw up rules for behaviour and move sensibly from the indoor to the outdoor environment. Staff ensure that children are integrated into activities and the celebration of festivals such as Christmas, the Chinese New Year and Easter. They gain a good understanding of the wider world through the study of countries such as Nigeria and Ireland.

Children develop a good understanding of keeping healthy and safe. They understand the importance of exercise and are keen to practise their balancing skills on the climbing frame, train and carriages in the outdoor area. Their physical skills are developed well through team games such as football and dodge ball. They learn how to make healthy choices at breakfast time and snack time. Children use equipment safely as they make sandwiches with healthy fillings and apple crumble. They benefit from talks on fire and road safety from the staff. They say they feel very safe and secure at the club.

Children are keen to attend the club and respond well to the care and support they are given. They show an interest in tabletop games, playing with toys and making models. They concentrate well as they draw, paint and colour in pictures. Children's creative skills are developed well by staff as they create their own moon and star designs on their capes for Halloween. Communication, language and literacy skills are developed well as they pretend to be princes and princesses in their castle. Children cooperate well with one another as they go on a journey in their model train. However, they do not make use of technology resources, such as the digital camera, in their activities for learning. Children enjoy building dens indoors and outdoors and cooperate well when playing parachute games. They enjoy going on bug hunts and searching for insects in the outside area. They listen attentively to stories and like to re-tell them, such as 'Little Red Riding Hood'. Overall, children are care for and prepared well for their next steps in learning.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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