

Kids N Clubs

Little Heath Primary School, School Road, Potters Bar, Hertfordshire, EN6 1JW

Inspection date	20/11/2012
Previous inspection date	14/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Adults make good use of praise to give children confidence and build their self-esteem. As a result, children are keen to try new things and enjoy their achievements.
- The kind and caring interaction of staff with children makes their experience of the club enjoyable and relaxed.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.
- Effective partnerships with parents and the host school help to support children's welfare and learning.

It is not yet outstanding because

- There is limited opportunity for children to broaden their knowledge during role play through use of resources that reflect the children's lives and communities.
- Self-evaluation is not fully developed to accurately identify the strengths and weaknesses of the provision and inform ongoing improvements to practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall and had discussions with children.
The inspector checked evidence of the qualifications of staff and looked at the
- induction procedures. The inspector also checked policies and procedures linked to safeguarding.
- The inspector spoke to the manager and two staff members of the out of school club.
- The inspector took account of the views of parents spoken to on the day and information included in the self-evaluation form.

Inspector

Clair Stockings

Full Report

Information about 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 all associated facilities. Children have the use of the school playgrounds and playing fields for outdoor play. It is registered on the Early Years Register

and the voluntary and compulsory parts of the Childcare Register. There are currently 28 children on roll, of whom 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. There are three members of staff, two of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve the programme for personal, social and emotional development further by: extending the range of resources in the role play area with materials reflecting children's family lives and communities
- consolidate the evaluation and monitoring of practice to ensure the good practice already achieved is sustained and constantly improved upon.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The atmosphere within the club is lively and children are eager to play. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children settle quickly and clearly enjoy their time after school. Staff place a strong emphasis on learning through play, having fun and building positive relationships. They are committed to getting to know the children well to make sure that they can meet individual needs. Planning is flexible and influenced by the children's choices, ideas and play preferences. Children are assigned a 'special person' when they first start. This key person system helps to effectively meet children's individual learning and development needs.

Staff foster children's language and communication skills well. Young children are confident to share their views and talk about the activities they enjoy. Staff engage them in enjoyable conversations. They spend time with the youngest children, playing with them and building their confidence. They interact effectively with children, for example, to extend or challenge their play. For example, staff promote children's mathematical understanding when playing table football by encouraging children to count the number of goals scored. Young children enjoy chatting with older peers as they play a board game together. Literacy skills are encouraged with access to a broad range of resources for writing, drawing and painting.

Children have fun taking part in a wide range of interesting and exciting activities which offer good challenges. They enjoy participating in a selection of creative activities, such as designing and decorating a plate using a varied range of craft resources. Children benefit from play experiences which capture their interests and imagination. They like to make up their own games especially while dressing up and playing in the role play area. However, there is scope to extend the range of role play resources with materials to further reflect children's family lives and communities in order to broaden children's knowledge. Children have opportunity to play outside daily, allowing them to 'let off steam' after a structured day.

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

Younger children are growing in confidence in this warm and welcoming environment. The deployment of the staff and the effective key person system promotes children's sense of security and belonging. Staff collect the younger children from their classrooms first at the end of the school day in order to avoid any distress of waiting. This smoothes the daily transition from school to the after school club. Staff interact very well with the children and relationships are good. They are interested in what the children have to say as they talk about their activities and listen carefully to their suggestions.

Staff apply clear, consistent boundaries so that children learn to behave well and to share. They act as good role models; consequently, children understand that playing cooperatively with their friends and taking turns is important. Older children support the new and younger children well; helping them to settle, have fun and build strong relationships quickly. Children take an active part in the club, making choices about their play and helping to tidy away resources at the end of the session.

Children's good health is promoted through effective health and hygiene routines. Children choose from a range of nutritious snacks that include fruit and vegetables. Children develop competent independence skills as they play an active role in the preparation of the snack and they pour their own drinks. Fully embedded effective hygiene procedures help to prevent the risk of infection. Children wash their hands routinely after playing outside and before snack time. Children practise fire drills regularly so that all staff and children know what to do in an emergency. This promotes children's understanding of safety very well.

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

Procedures for safeguarding children are good as staff evidently understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures ensure suitable staff are recruited and induction procedures support their developing knowledge of the setting's policies and procedures. Management monitor staff performance through appraisals and informally through observation and working alongside the staff. The main aim for the staff is to ensure children at the club have good opportunities to relax and have fun after a busy day at school. However, they understand their responsibilities in meeting the learning and development requirements

for children. They have devised effective systems to observe, assess and monitor each child's progress to make sure that all children are achieving well and appropriate intervention sought if necessary.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to accurately identify key strengths and weaknesses in order to bring about sustained improvement of the provision for children.

Partnerships with parents are good and positively contribute to meeting children's individual needs. Regular newsletters, a prominent notice board and an information booklet, which includes the club's policies and procedures, keep parents well informed. They are welcomed into the setting, and there are opportunities at the end of every session for informal discussions about their child's well-being and achievements. The club welcomes parents' views and has begun to use questionnaires to seek their feedback about what they do well and what they could do better. Parents speak highly of the commitment of staff to settling their children into the club and of the good quality feedback they receive daily about their children's routine and achievements. Partnership with the host school is well established and contributes strongly to children's continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY426158
Local authority	Hertfordshire
Inspection number	892213
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	28
Name of provider	Lorraine Cecilia Hogg
Date of previous inspection	14/10/2011
Telephone number	02084498591

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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