

# Kensington Avenue Play Zone

Kensington Ave School, Kensington Ave, Thornton Heath, Surrey, CR7 8BT

<b>Inspection date</b>	11/01/2013
Previous inspection date	13/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	Met
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

- Children very much enjoy their time at the club where staff provide activities, routines and resources that complement their day in school.
- Children are kind and thoughtful towards one another, polite and willing to help, share and take turns, owing to staff making clear their expectations for behaviour.
- Children make friends and form strong bonds with the adults. An effective key person system helps children feel secure and cared for.
- Relevant information is shared with parents, who are included and have confidence in their children's safety and care.
- Excellent partnerships between staff at the club and the school enable both settings to enhance learning opportunities for children.

### It is not yet outstanding because

- Children do not have access to a full range of information communication and technology resources to support their learning.
- There are no cosy quiet areas for young children to sit and relax after a full day at school.

## 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 the outside play area.
- The inspector took account of the views of parents and carers spoken to on the day and spoke to the school staff, including the head teacher.
- The inspector had discussions with the management and staff team.
- The inspector looked at children's development records and planning documentation.
- The inspector checked documentary evidence of the suitability and qualifications of staff working with children, including a sample of relevant policies.

## Inspector

Sharron Fogarty

## Full Report

### Information about the setting

Kensington Avenue Play Zone registered in 1997 and is owned by KAPZ Kids Club Limited. It offers out of school and holiday day care for children aged four to under eight years who attend Kensington Avenue Primary School, and other local primary schools during the summer holidays. The facility is open from 8am to 8.55am and again from 3pm to 6pm

during the school term. During summer holidays, the scheme opens from 8am to 6pm. Currently, there are 11 children on roll who are within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities and those learning English as an additional language. The club is also registered the compulsory and the voluntary parts of the Childcare Register. There are six staff employed, of whom four hold relevant qualifications. The club has use of the school's large hall, playground and playing field.

### **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 understanding the world by; providing a range of programmable toys, as well as equipment involving information, communication and technology, such as computers
- create areas in which children can sit quietly and chat with friends, such as a snug den and cosy spaces.

### **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. They arrive straight from school and settle well into the routines of the club. Staff are very friendly and they are happy to join in with children's play. They dress up in the role play clothes and lead imaginative play sessions, which the children clearly enjoy. There is a good balance of adult-led activities and children are able to make independent choices about where and with whom they play. Consequently, children have fun and look forward to their time at the club after school.

Staff place a strong emphasis on learning through play, having fun and building positive relationships. They are very informed about the children needs because some of the staff also work with the children in their reception classes. This means children benefit from good continuity of care. Furthermore, this excellent flow of two-way information between the club and school means staff are able to use their shared knowledge of the children to complement each other's provision. This process enables children to experience a smooth transition to the club and ensures their individual needs are met.

Staff have a thorough knowledge of the children for whom they are responsible. They talk

in detail about what these children can do and how they plan to help them progress. They gather initial information about children that includes details about family, favourite toys, and activities they like participating in. This communication helps staff to establish children's interests. Staff make effective use of observations to support children's next steps. Planning is flexible and influenced by the children's choices, ideas and play preferences. The 'key person system' works well to ensure children's individual learning and development needs are effectively planned for.

Animated conversation between staff and children throughout the session successfully enhances children's language development. Young children are confident to share their views and talk about the activities they enjoy. Staff spend time with the youngest children, playing with them and building their confidence. Young children enjoy chatting with older ones 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 opportunities to express their creativity as they take pleasure in cutting out and making bears from the Goldilocks story. Staff interact effectively with children, extending their learning. For example, an enthusiastic member of staff encourages and supports children to join in and act out parts of a story during 'story square' time. However, there is scope to extend the range of information, communication and technology resources to allow children's chances to practise their skills here as well as possible for their future lives. Additionally, there is a lack of cosy areas where children can sit quietly to relax and comfortably talk to one another. This is particularly important for young children after a full day at school, and when the noise levels in the club become loud.

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

Children and staff build close and trusting relationships. Staff are positive role models to children and relationships at all levels demonstrate the great care and respect they have for each other. Children are involved in writing the rules for the club and play happily within these. They spontaneously take turns with equipment and gently point out to staff if they notice that other children have had over the allotted time. Staff have a high regard for children's safety at all times. They escort them to and from their classrooms before and after school. Risk assessments ensure that any hazards are identified and action is taken to reduce the risk of accidental injury.

Children play in a clean environment. Staff hold certificates in food safety so they can safely prepare meals and the kitchen has been awarded five stars for food hygiene. As part of the routine, children are encouraged to wash their hands before eating their meals. This system helps them to embed and understand self-care practices. Cups and jugs of water are easily accessible so children can pour themselves a drink whenever they feel thirsty. Children have a wide choice of healthy snacks and are encouraged to help prepare their own snack. They spread their butter and choose fillings for their sandwiches or toppings for their toast. They are supervised closely and supported in using a knife safely to cut their sandwiches. Children are able to freely choose to play in the spacious outdoor play area for exciting games and an energetic football session that enhance children's

physical well being.

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

The club is well organised and the manager leads well by example, both in the implementation of safety procedures and her interaction with the children. Adults are competent and skilled in working with children. They attend appropriate training and have regular appraisals. These enable them to fulfil their roles and develop their skills. The manager spends time within the club observing practice, role modelling and evaluating sessions with staff. The staff team work well together and staff turn over is very low, which helps children's emotional security.

There is a strong commitment to the continued development of the club. Since the last inspection, improvements have been made to the observation, assessment and planning process. For example, children's key persons work in close partnership with the school reception teacher to enable them to support children with their identified next steps in learning, to monitor their progress and make sure any specific needs are understood and supported.

Completion of safeguarding training by all staff and detailed policies that underpin practices ensure children's welfare is protected. Staff undergo robust recruitment checks to establish that they are suitable to work with young children. Risk assessments are completed and evacuation of the premises ensures children can play safely but are aware of what to do in an emergency. Children are very safe in this club. Adults know about child protection issues and procedures.

Parents are well informed about all aspects of their children's care. The strong key person system results in parents getting daily feedback about their children's interests, friendships and behaviour. Parents appreciate the information that is shared between themselves, the club and the school. They comment on the supportive staff, relaxed atmosphere and the reliability of the club offering them reassurance whilst at work.

**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

<b>Unique reference number</b>	124970
<b>Local authority</b>	Croydon
<b>Inspection number</b>	812353

<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	130
<b>Number of children on roll</b>	11
<b>Name of provider</b>	KAPZ Kids Club Limited
<b>Date of previous inspection</b>	13/07/2010
<b>Telephone number</b>	0208 679 6487 or 07961 400926

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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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