

Kingsnorth Community After School Club

Kingsnorth C of E Primary School, Church Hill, Kingsnorth, ASHFORD, Kent, TN23 3EF

Inspection date	11/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The staff develop very positive relationships with children. This helps them to engage with other children and take part in activities.
- The staff encourage children to be independent and develop confidence as they listen to them and positively support their choices.
- The staff use the outdoor environment extremely well to encourage physical play and exercise in the fresh air, supporting a healthy lifestyle.
- Children participate in deciding tea menus and learn about making healthy choices.

It is not yet outstanding because

- The staff are not fully encouraging children to use their developing literacy skills during outside play.
- The staff do not fully encourage parents and others to share what they know about children's learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playroom and outside.
- The inspector met with the nominated person and manager, and completed a joint observation with the manager.
- The inspector looked at documentation including some children's records.
- The inspector spoke to parents during the inspection.
- The inspector checked evidence of safeguarding practices, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full Report

Information about the setting

Kingsnorth Community After School Club opened in July 2005 and re-registered in 2013. It is one of 11 clubs in the Kent Play Clubs network. The club operates from rooms within the primary school in Kingsnorth, near Ashford, Kent. Children use various rooms including a group room and an adjacent quiet room. Children have use of the school grounds for outdoor play.

The club is open Monday to Friday during school term times from 3pm to 6.00pm. It also opens Monday to Friday, from 8am to 6pm during some weeks of the school holidays. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 46 children aged from four years on roll; of these eight are in the early years age range.

There are five members of staff, two of whom hold appropriate early years National Vocational Qualifications at level 3 and one holds level 2.

What the setting needs to do to improve further

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

- enhance children's development in literacy through improved use of print and writing tools outside
- strengthen the partnership with parents and others by encouraging them to share information about children's learning needs.

Inspection judgements

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

The club provides a good range of activities for children to help support their learning across all areas of development. The key person and child get together to complete an 'All About Me' form. As a result, staff quickly get to know children's interests, likes and dislikes. Staff also find out what children would like to learn or develop. The key person records observations and these feed into future planning to help support children's progress. The staff establish positive relationships with the school and parents. They know what the early years children are covering in school as a whole. However, there is not a

precise focus on all individual children's learning in school. Therefore, the staff may not always know if a child needs support in a particular area of learning. However, if any child has a specific learning need there is effective discussion about this. The planning takes account of children's interests and ideas, alongside adult planned activities. The staff encourage the children to make choices about what they do and children demonstrate good levels of concentration and involvement. The parents of the holiday club children complete the 'All About Me' form and add areas they would like their child to work on. The staff try to incorporate these into the planning but still keep the club fun for the children.

Children are very aware of the routines at the club. As a result, they are relaxed and settle quickly. The conversations with staff support children's ongoing language development. The manager ensures that staff use questions that encourage children to communicate and think before they answer. Children regularly use the school grounds during a session. The challenging play equipment enables children to improve their physical abilities. Children have great fun as they go pond dipping. The member of staff extends their knowledge about what they find. Children readily use the role-play resources including the dressing up clothes. They know to write their name on any art or craft work, supporting their literacy skills. Staff encourage children to take resources outside although this does not always extend to books or writing materials to develop children's literacy skills. Children are confident and enjoy their time at the club. They are acquiring suitable skills and abilities that they will need for future learning.

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

Children are very comfortable at the club and get to know the staff well. They relate positively and politely to all, including new staff and visitors. The key persons are responsible for monitoring children's play and identifying any areas for development. The staff promote children's independence as they encourage children to make choices about their play, make their own sandwiches and get their own drinks. Children listen well and respond very positively to staff requests. Children play well together and their behaviour is excellent. During the holiday club, they mix with children from different schools and this supports their social skills. Children learn about healthy lifestyles from the staff and the club practices. The staff encourage children to drink water regularly and particularly when playing outside. Children enjoy a varied menu, with which they have input, and readily suggest fruit or raw vegetables. They learn that some foods, such as bacon rolls are for treats, not everyday eating. The children are able to decide if they want to play inside or outdoors, with the staff using walkie-talkies to advise each other of children's comings and goings. The well-organised collection of children from their classroom means that children easily establish a link between school and the club.

Children at the after school club are confidently familiar with the premises as these are in the grounds of the school where they attend. Most resources are readily available for children, although some are in a cupboard that requires staff supervision for safety. However, there are plans in place to make this into an accessible cupboard for children to easily use. The staff encourage the children to make good use of the club resources and

the outdoor play areas. The environment is child-centred with some educational posters to support learning and a comfortable area with large cushions for reading or resting. Children take part in fire evacuation drills so they are aware of what to do in an emergency. This is helpful as the process differs from the one they have in school.

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

The safeguarding and welfare requirements are met well. The staff carry out daily risk assessment checks to help ensure the premises are safe. The grounds are secure and closed-circuit television enables staff to know who is at the gate to collect children. There is detailed guidance in place about child protection and staff attend training on safeguarding. As a result, they know what to do if they have concerns about a child in their care. The required records are in place and well organised, such as the accident reports. There is an accurate record of children and staff attendance, with their names and times noted. There is clear evidence of the staff team's appropriate checks to demonstrate suitability. A robust recruitment process is in place, with a clear induction system for new staff. Staff receive good support for their professional development through supervision, appraisals and training opportunities.

The staff routinely evaluate the club practices. They demonstrate a keenness to develop and have a secure capacity to improve. The staff obtain and value the views of parents and children through discussion or questionnaires. Children make comments, such as 'I love it' when asked if they enjoy coming to the club. There are clear development plans in place to improve children's continuous learning. These include providing a growing area for children to extend their awareness of the natural world. Overall, positive partnerships with parents and others are in place. These help ensure children receive the support they need.

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 action. 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	EY458266
Local authority	Kent
Inspection number	902471
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	46
Name of provider	Kingsnorth Community After School Club
Date of previous inspection	not applicable
Telephone number	01233 213813

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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, which are usually the childminder's 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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