

# Kidz Club

Inspection report for early years provision

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**Unique reference number** EY377346  
**Inspection date** 15/12/2009  
**Inspector** Sharon Henry

**Setting address** The Arc, St. Marys C of E Primary School, The Drive,  
LONDON, E17 3BN  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Kidz Club was registered in 2008. It is owned by a private individual and operates from a single storey building in the grounds of St Mary's Primary School, which is situated in the Walthamstow area of the London borough of Waltham Forest. Children have access to a hall and a fully enclosed outdoor play area. The areas used are accessed via a low step.

A maximum of 22 children aged three to eight years may attend the setting at any one time. The out of school club is open each weekday from 7:15am to 8:45am (Breakfast club) and from 3.35pm to 5.45pm during school term time. There are currently eight children attending who are in the early years age group. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The club employs four members of staff, including the manager, to work with children aged under eight. There are currently no qualified members of staff, although one is working towards gaining a recognised qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's ability to make progress in their learning and development is restricted due to the lack of understanding by the staff of the Early Years Foundation Stage (EYFS). There is a number of breaches of the welfare requirements, which has a sufficient impact on children's well-being. Even though children appear happy the provider has taken little action since the last inspection to improve the outcomes for children. The absence of effective systems for monitoring and evaluating the provision has a negative impact on its capacity to improve and therefore does not foster a culture of continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- maintain a record of risk assessments, which are conducted regularly, and ensure that risks identified are addressed appropriately (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 22/01/2010
- develop an action plan that sets out how staff training and qualification requirements will be met; this 29/01/2010

includes how the manager will achieve a level 3 qualification and how at least half of all childcare staff will hold a minimum level 2 qualification (Suitable people) (also applies to the compulsory part of the Childcare Register)

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters including any change to the manager of the provision (Documentation) (also applies to both parts of the Childcare Register) 22/01/2010
- devise an effective safeguarding children policy which should include procedure to be followed in the event of an allegation being made against a member of staff. Ensure staff have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately (also applies to the compulsory part of the Childcare Register) 22/01/2010

To improve the early years provision the registered person should:

- develop knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework
- improve systems to monitor and record children's development and achievement and use the evidence gathered to identify the next steps and inform planning.
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs

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

Children's welfare is not fully safeguarded as staff members have a limited knowledge and understanding of child protection issues. For example, they are not aware of the procedures to be followed if they had a concern about a child in their care, or what to do in the event of allegations made against a member of staff. As a result, children are not safeguarded and therefore their welfare is at risk. The provider has not ensured that all legal requirements are met, such as the implementation of a safeguarding policy and risk assessments. The impact of this compromises the safety and well-being of children. This is a breach of specific legal requirements. Insufficient documentation is available to demonstrate robust vetting and recruitment procedures with regard to staff being suitably qualified and Criminal Records Bureau (CRB) checked. All members of staff have experience in working with children in the early years age group, however, the setting currently has no staff who hold an appropriate childcare qualification. In addition, the provider has committed an offence by failing to notify us of a change to the person who is managing the early years provision. This is a specific legal requirement in

the Statutory Framework for the EYFS. Ofsted does not intend to prosecute on this occasion.

Friendly relationships are formed with parents and carers, for example, brief information is shared when they bring and collect their child. However, no systems have been devised to share the learning and developmental stages of individual children in the EYFS with parents. As a result, the lack of information limits parents' ability to contribute their knowledge and experience and play an active role in their child's learning and the provider's ability to provide continuity and progression for children.

Systems for reviewing or monitoring practice to highlight strengths or areas for development are not established and there are several breaches of requirements. The provider has failed to take steps to address several weaknesses identified at the last inspection and this, together with the lack of any systems for self-evaluation, impacts on the overall care of the children and also the capacity of the setting to maintain continuous improvement.

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

Children's ability to make progress in their learning and development is restricted due to the lack of understanding by the staff of the EYFS. As a result, staff are unable to fully support children in their learning and do not have the required knowledge to assess and plan for children's future learning and development. Staff do not demonstrate a secure understanding or awareness of the learning, development and observation requirements of the EYFS. As a result, the planning of activities and experiences is weak and is not matched to children's individual needs and abilities.

Children's social and emotional development is fostered as they spend time talking and sharing experiences. For example, a group of children discuss their day at school. Children enjoy role play and working together as they make up their own dances and then perform. Younger children spend time playing with the dolls, they show empathy as they pretend to feed them and rock them from side to side. There are opportunities for them to partake in mark making as they use resources such as pencils and crayons. Displays show children's creativity as they use natural resources such as twigs and leaves to create displays. They use a range of materials, such as tissue paper, foil to create their own Christmas crackers and decoration. However, there are few opportunities to promote children's knowledge and understanding of the world. Resources reflecting diversity are minimal and there is little evidence of children learning about other cultures and ways of life.

Children are confident in their surrounding as they freely choose from the activities set out. They show independence as they are able to attend to their own personal needs. For example, they automatically wash their hands before snacks. Children appear at ease within the provision and express how much they enjoying coming to the setting. They are generally encouraged to be active learners by making independent decisions regarding the toys and resources they wish to explore. They

are learning about healthy lifestyles as they are given healthy snacks such as ham sandwiches, fruit and water to drink. Although they have some opportunities for outdoor play, this is only available in the summer when the evenings are lighter and, furthermore, practitioners do not plan for physical play inside, which results in children not having regular physical play experiences. Children have access to some information and technology, such as the computer, where they spend time playing with the Playstation. However, this is not monitored effectively by staff with regard to the appropriateness of the games and the amount of time children spend on it. For example, on the day of the inspection, children under seven were playing games that were meant for children age seven years and older, and a group of boys spent over half an hour at the Playstation, playing a game that involved the characters constantly fighting.

Generally children are learning to keep themselves safe, as they are reminded not to run inside. However, even though the emergency evacuation procedures are displayed, they are not practised with the children. Consequently children are not aware of the procedures to follow should an emergency situation arise. Members of staff carry out daily visual checks on the premises to ensure that it poses no immediate risk to children. However, they have not devised a written risk assessment for the environment as well as transporting children to the setting, all of which compromises children safety and well-being and is a breach of a specific requirement.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 22/01/2010
- take action as specified in the early years section of the report 29/01/2010
- take action as specified in the early years section of the report 22/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 22/01/2010
- take action as specified in the early years section of the report 29/01/2010