

# Kidz Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY377346
<b>Inspection date</b>	22/09/2011
<b>Inspector</b>	Sharon Henry

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<b>Type of setting</b>	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.

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## 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.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 22 children under eight years at any one time, of these none may be under three years old.

The out of school club is open each weekday from 7.15am to 8.45am, for the breakfast club, and from 3.35pm to 5.45pm during school term time. There is currently one child attending who is in the early years age group.

The setting employs three members of staff, including the manager, to work with children. Of these, the manager holds a National Vocational Qualification (NVQ) at level 3 in childcare and the other members of staff hold a NVQ at level 2 in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, secure and settled at the out of school club where they are provided with a reasonable selection of age appropriate resources and play opportunities which meet their needs and interests. Each child is recognised and respected as an individual, and staff ensure their specific needs are met by working with the parents. However, links with other early years settings that children attend are still being developed. There are weaknesses linked to safeguarding, which have some impact on children's safety. Overall, while the setting shows a satisfactory capacity for continuous improvement, the processes of self-evaluation are not yet fully developed and not all statutory requirements are met.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of risk assessment includes all aspects of the environment that need to be checked on a regular basis, with particular regard to the outdoor area (Suitable premises, environment and equipment)

28/10/2011

- ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare).

28/10/2011

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

- establish links with other settings delivering the Early Years Foundation Stage to ensure progression and continuity of care and learning for the children
- develop the system of observational assessment to enable staff to meet children's individual developmental needs more effectively
- develop further the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement
- improve children's safety by carrying out a risk assessments with regard to the transporting of children to the setting.

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

The manager is aware of the signs and symptoms of abuse and understands the importance of taking action if she has any child protection concerns. Although staff have some knowledge and understanding of child protection issues, they are not fully conversant with the setting's procedure to follow, in order to fully safeguard children. There are suitable systems in place for the safe recruitment and selection of staff working directly with the children. All the required checks have been carried out to ensure staff are suitable to look after children, as well as having the appropriate experience and qualifications. However, the provider has committed an offence by failing to notify Ofsted of a change of the appointment of the manager. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Consideration has been given to the deployment of staff to ensure children are supported throughout the session, with staff vigilantly ensuring children are always supervised. Risk assessments and safety checks are carried out. However, the risk assessment does not cover all aspects of the premises used by the children, such as the outdoor area. Furthermore, no risk assessments are in place for the transporting of children to the premises to ensure all potential risks are identified and the children's safety assured.

Partnerships with parents are positive and parents comment that they 'feel confident that their children are looked after well and have formed a nice bond with the staff'. Staff provide parents with daily verbal feedback and a notice board is available containing basic information about the setting. However, there is no information shared regarding the Early Years Foundation Stage educational programme for the early years children to enable the out of school club to complement the care and education children already receive. The setting is in the early stages of developing links with others professionals involved in the care and education of the children within the early years age range, particularly the school that the children attend. Written records, policies and procedures are in place and

underpin the safe and efficient management of the setting.

Children are cared for in a warm, child friendly environment, which gives them a sense of belonging. They are warmly greeted by staff and their work is attractively displayed around the setting. Staff make the most of the provision by organising space and resources effectively to allow children to make choices and play in comfort and safety. The setting is inclusive and children are valued and cared for as individuals. Staff create a warm and supportive ethos, for example by encouraging younger and older children to collaborate in activities. Children benefit from an appropriate range of activities and resources that are of good quality and maintained in good condition. There is a satisfactory balance between activities chosen by the children themselves and those led by adults. Staff interact well with the children. They allow child-initiated play to proceed without unnecessary interruption and they are also there to give support when it is needed, to encourage learning.

The provider and staff are committed to embedding ambition and driving improvement. The provider has taken effective actions to respond to the actions identified in the last inspection and this has had a positive impact on the outcomes for children. The manager demonstrates a sound commitment to developing staff's practice and is beginning to identify priorities for further development, to improve outcomes for children.

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

Children are settled and happy and explain that they like coming to the club because they have friends attending and like playing with the activities. Children make satisfactory progress in their learning and development as staff continue to develop their knowledge of the learning and development requirements and the guidance for the Early Years Foundation Stage. Children also have access to an appropriate range of activities and resources that keeps them engaged and sufficiently challenged. The recent appointment of a new manager and staff means that the present system of observation, assessments and planning procedures are currently being reviewed by the staff, but further work is needed to ensure that the desired learning outcomes for children are identified clearly when activities are planned.

Children have opportunities to express their own thoughts and ideas as they have access to a range of creative activities. They spend time using tools such as scissors and glue to create their designs and enjoy playing with the sand outside. There are opportunities for them to mark make as they practise their hand writing skills. Children access some information and technology, as they play with the play station and interactive games. Children are experiencing positive attitudes and skills for life. This includes learning to play together in harmony and work together as a team, taking turns and saying sorry with little prompting from staff members. Through discussions children are learning about the wider world. They are learning about the wider community as they create designs supporting Wimbledon. Children

love imaginative play as they create their own make over stall and act out make believe scenarios. They have regular opportunities for physical play outdoors as they freely access the spacious playground, where they participate in climbing and playing group games such as football. The children develop important social skills, such as sharing and co-operation. Staff encourage them to negotiate and problem solve together. Consequently, the children learn to work together and collaborate in finding positive solutions together.

Staff are consistent in their approach to managing children's behaviour which helps the children to learn right from wrong. Children's healthy lifestyle is promoted effectively. They enjoy regular physical exercise and learn about healthy eating. All snacks are freshly prepared on site. Children are provided with a range of healthy options. All children's dietary needs are adequately catered for. Staff promote the children's personal hygiene effectively, and children demonstrate their understanding of the routine well. They know to wash their hands before eating and understand that washing their hands prevents the spread of germs.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

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

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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