

Superkids Club Ltd

St James Church Hall, St James Avenue, Beckenham, Kent, BR3 4HF

Inspection date

Previous inspection date

26/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a good relationship with parents which enables them to work together to support the care and learning needs of the children.
- Strong partnerships with the local school are established which effectively supports children's learning.
- Children are happy and relaxed in the setting due to the close relationships they form with the caring and friendly staff.
- Safety is given a high priority by the staff team which promotes children's well being effectively.
- Self evaluation systems are highly effective and enable the setting to reflect well on their practice to improve outcomes for children.

It is not yet outstanding because

- Opportunities for children to develop their independence skills are not always fully promoted by staff at snack time and during play activities.

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 spoke to the Registered Person and the Manager.
- The inspector spoke to parents about their opinions of the setting.
- The inspector sampled documentation such as child records, attendance, planning documents and staff records including suitability checks.
- The inspector toured the premises with the Registered Person.
- The inspector spoke to children and staff at appropriate times.

Inspector

Lara Hicks

Full report

Information about the setting

Superkids Club (St James's) was registered in 2004. It re-registered as a limited company in 2013. It is one of four privately-run out of school clubs, operated by Superkids Club Limited. It operates from a church hall in Beckenham, in the London Borough of Bromley. The club provides a holiday play scheme for the local community and a before and after school facility for children attending the Marion Vine school. There is a fully enclosed outside area available for outdoor play. The club employs six members of staff of whom four hold appropriate early years qualifications at level 3 and level 2.

The club opens Monday to Friday all year round from 8am until 9am and 3.15pm until 6pm. The holiday club opens during all school holidays, except for December. It operates from 8am until 6pm. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 50 children attending, of whom, eight are in the early years age group. The club provides a service for children up to the age of eleven. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- further promote children's independence skills through daily routines and play activities.

Inspection judgements

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

Staff demonstrate a very good knowledge and understanding of how to promote children's learning and development. For example, staff clearly understand the expected levels that children should reach at their different ages and stages. Staff use a guidance document effectively to support children's progress and development by clearly identifying the next steps in a child's learning. Each child has a key person, who is responsible for closely monitoring the individual progress of a specific group of children. Their observations are used to inform planning of activities which take into account the next steps highlighted from assessment of children's development. As a result, children make good progress from their starting points.

Children enjoy being at the setting, happily engaging in free play, chatting with their friends and choosing which activities to participate in. There are opportunities for children to engage in active play as well as opportunities to relax. Staff interact well with the children and engage them in play activities, supporting and enhancing their learning. For

example, staff help children to learn about letters and sounds using a variety of different resources, such as board games and magnetic letters where children are encouraged to spell out their names and key words. Staff read stories with the children and look at first reading books, encouraging children to recognise letters and key words. These opportunities help children to develop early reading skills. Staff plan a range of opportunities for children to develop early writing skills. For example, writing opportunities are available in the art and craft and role play areas. They also plan activities to enable children to learn about the world around them, such as a growing area which encourages children to learn how to look after plants. Staff plan a range of interesting activities to help children learn about other cultures, for example, they celebrate events such as Divali, Black History month and Chinese New Year. Staff provide numerous opportunities to enhance children's creativity. Children are encouraged to express their own ideas as they explore colour and shape while making Christmas decorations.

Children have access to a range of activities which allow them to relax and have fun with their friends while developing their skills in all areas of learning. Activities are altered daily and there is a balance of child initiated and adult directed activities to ensure that children are interested and challenged. The effective planning systems ensure that activities offered are balanced in both the indoor and outdoor environments. Children enjoy an extensive range of art and craft, role play, cooking, dancing and ball games. A sports coach organises a range of specific multi-sports activities for the children to enjoy. There is also a wide range of physical play equipment to support children's physical skills well, including hula hoops, skipping activities, climbing apparatus and games such as hockey and football. Staff are enthusiastic about their work and ensure that children enjoy a range of interesting and challenging experiences across all areas of learning and which support children's individual interests. For example, children enjoy looking at books using torches in a darkened tent. Later they enjoy a treasure hunt in the outdoor area, encouraged and supported by staff. As a result of this addition to the initial activity the children are engaged for an extended period of time, showing enjoyment and interest in the extension to the activity.

Staff highly value children's contributions and ideas which supports their confidence and self esteem. Their views inform the weekly planning and additional options for the weekly menu. Planning clearly differentiates between the younger, older and more able children, which ensures that staff can support children's progress effectively.

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

Children form strong emotional attachments with the staff through the well-established key person system. Each child is assigned a key person prior to starting at the setting. This fully supports children's individual needs as staff build good relationships with parents from the outset. Staff work closely with parents at the start of their child's placement to find out about each child's care needs, current stage of development and interests. Information from the registration forms, the initial child profile sheet and discussions with parents during settling-in sessions enable staff to be fully aware of children's individual needs. This information, and staff's initial observations, help them to support children in

their first few sessions and to start planning for their individual learning needs. The planning sheet is displayed so that all staff can see how each child is currently being supported, which promotes consistency.

Children's health is promoted well. The premises are clean and well maintained to ensure children's health and well-being. Children learn the importance of good personal hygiene through effective daily routines, such as washing their hands before snack time and after going to the toilet. The setting has very good procedures in place to ensure that children's special dietary requirements are adhered to. A list is displayed in the kitchen area so that all staff preparing snacks are fully aware of all dietary needs. Staff generally promote children's self care well. For example, upon arrival to the setting, children take off and hang their coats up. Resources are available for children to choose independently which promotes their choice and decision making skills. However during some routine and play activities, children's independence is not fully promoted. For example, they are not involved in the preparation of snacks or preparing the snack tables and staff do not encourage children to attempt to fasten their outfits independently during dressing activities.

Children's behaviour is good and staff effectively encourage and support children to behave appropriately. Children are given clear explanations about what is expected of them. For example, staff encourage children to listen to each other during circle time as they take turns to share news. This builds children's social skills and increases their understanding of expected behaviour. Children enjoy creating a display on the setting's display board. This enables children to feel a sense of belonging and enhances their confidence and self-esteem as they see their creations valued by staff. Children are developing an understanding of how to keep themselves safe through gentle reminders from staff and the reinforcement of boundaries during circle time sessions.

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

The staff have a comprehensive understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust procedures are in operation for safeguarding children. Staff implement extensive policies well to ensure children are safe and protected at all times. Procedures include a clear mobile phone and camera policy and a poster reminds all visitors not to use their mobile phones in the setting. The staff team ensures that children play in a safe and secure environment. A comprehensive risk assessment system ensures that any potential hazards to children are minimised. Security within the setting is good. Visitors have to show their identification, sign into the visitor's book and are fully supervised, which clearly safeguards the children. Collection procedures are comprehensive and thoroughly promote children's safety and well being. For example, during the inspection, parents were late collecting their children, or had to make alternative arrangements, because of a problem with the trains. Staff ensured that they had clear instructions from parents on who would be collecting the child in this emergency situation.

A rigorous recruitment process is in place to help ensure the suitability of staff. The manager monitors staff performance well. An effective supervision, appraisal and training system ensures the ongoing suitability of staff, supports their ongoing professional development and improves outcomes for children. Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are in place and available for inspection.

The staff demonstrate good capacity for improvement and continually reflect on the service provided. The management team are fully aware of the setting's strengths and areas for further development. It uses recommendations at other settings in the company to improve the quality in this setting. There is a comprehensive self evaluation process, which includes the use of parents' and children's views, through age appropriate questionnaires. Children's views have led to positive changes, for example, the menu has been altered following discussions with children. Children are involved in planning for the next week and their ideas on activities and the menu are reflected in the following week's planning sheet. The setting reviews its observations on children and the learning environment and resources regularly to ensure that they continue to provide appropriate challenge and interest to all children.

The setting has highly effective systems in place to develop close partnerships with parents and carers to fully meet the individual needs of the children. A notice board, regular newsletters and feedback with staff ensure that parents are up to date with events and the weekly planning. Staff share information with parents and carers at collection times and communication books are shared between the child's home, school and Superkids. This ensures consistency of care and that individual needs are effectively met. Parents are extremely positive in their feedback about the setting and praise how well the staff team meet their children's individual requirements, such as their dietary and physical development needs. Effective links have been made with other settings to support children's learning and development. For example, staff meet with early years teachers to discuss children's development and use children's records of transfer to inform their individual planning. The staff demonstrate a willingness to work with various outside agencies to ensure children are fully supported. This further promotes an inclusive environment.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463056
Local authority	Bromley
Inspection number	919599
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	50
Name of provider	Superkids Club Ltd
Date of previous inspection	not applicable
Telephone number	07732305454

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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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