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| Inspection date | 27 June 2016 |
| Previous inspection date | 30 January 2012 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Not applicable | |

Summary of key findings for parents

This provision is good

- The views of children and their families are valued. For example, after a parent's suggestion, additional items were added to the breakfast menu. A committee of children discusses what they enjoy and what they feel will make their experiences even better.
- Children's individual needs are reflected in the planning. Children receive the support that they require to fully take part in activities they enjoy.
- Children have good levels of self-esteem. They share their feelings with kind and caring staff who boost their levels of confidence, for example, through praise. Activities, such as decorating a 'worry box', help them talk through and share their feelings with others.
- Children are friendly and encourage others to join in with their play. They are confident to participate in challenging activities.

It is not yet outstanding because:

- The key-person arrangements are not fully effective at helping staff to develop the best possible relationships with children and parents.

What the setting needs to do to improve further

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

- strengthen the key-person system to develop even stronger relationships with children and their families

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the staff and children.
- The inspector took into account the views of parents.
- The inspector and the manager completed a joint observation together.
- The inspector sampled a range of documentation, including evidence of staff suitability, safeguarding procedures and self-evaluation.

Inspector

Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their responsibility to safeguard children. They know what to do if they have any concerns about a child's welfare. Children play in a safe and secure environment. Staff work well as a team. They place themselves effectively around the setting and join in with children's play. The manager monitors staff performance and there are regular meetings to reflect on practice and outcomes for children. Staff participate in training that increases their skills and knowledge. The manager and other professionals share ideas for good practice to help continually develop the setting.

Quality of teaching, learning and assessment is good

Children make choices about what they play with. They explore and think through their ideas as they play. For example, children investigate differences in insects using magnifying glasses and use books to answer questions about what they see. They work as a team to solve problems, such as moving tubing to make water flow from one place to another. When they are successful, children celebrate their achievements. Planned activities offer them chances to enjoy a variety of learning. Children use their imaginations as they play. Toys are carefully arranged and staff are skilled at giving children time and space to develop their play. For example, children have fun as they pretend to have a picnic in a tent. They include other children and take on roles, mimicking what they see adults doing. Children thoroughly enjoy their time at the setting. Staff share information with other settings that children attend. They are able to continue to meet children's needs. Children with special educational needs receive individual support that helps them to settle and enjoy a meaningful experience.

Personal development, behaviour and welfare are good

Children behave well. They are polite and show respect for each other. They take turns and share toys, for example, while playing board games and digging in the sand. Children understand the importance of a healthy lifestyle. They are keen to participate in physical activities at the park and say how much they enjoy it. They enjoy nutritious meals, which they serve themselves. Children help themselves to drinks of water and know the effect that exercise has on their bodies. Children know why they wear sun lotion and hats and do so willingly. They wash their hands before eating and after messy play, discussing why this is important. Staff help children to consider the effect of their actions and children develop a good understanding of how to play safely.

Setting details

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| Unique reference number | EY431069 |
| Local authority | Kingston upon Thames |
| Inspection number | 986717 |
| Type of provision | Out of school provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 4 - 11 |
| Total number of places | 45 |
| Number of children on roll | 37 |
| Name of registered person | Dicky Birds Pre-School Nurseries Limited |
| Registered person unique reference number | RP902359 |
| Date of previous inspection | 30 January 2012 |
| Telephone number | 0208 942 5779 |

Dicky Birds After School Club registered in 2011. It is one of seven childcare provisions owned by Dicky Birds Pre-School Nurseries Limited and operates from Surbiton, Surrey. The club adopts a Steiner approach. The out-of-school club operates from 7.45am to 8.55am and from 3.15pm to 6pm, Monday to Friday, during term time only. There are nine members of staff; of whom, one holds early years professional status and three hold relevant qualifications at level 3.

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