

# The Cottage Kids Club (Ravensdale Infant School)

Inspection report for early years provision

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| <b>Unique reference number</b> | 206102   |
| <b>Inspection date</b>         | 08/12/2008   |
| <b>Inspector</b>               | Sue Hall   |
| <br>                           |  |
| <b>Setting address</b>         | Devonshire Drive, Mickleover, Derby, Derbyshire, DE3 9EY |
| <br>                           |  |
| <b>Telephone number</b>        | 01332 346500   |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | Childcare on non-domestic premises                       |

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the setting**

Cottage Kids Club opened in September 2000. It is run by The Cottage Day Nurseries Ltd. It operates from a classroom, the hall and outdoor play space at Ravensdale Infant School, Mickleover, Derby. The out of school club is open each weekday from 15:30 to 18:00 during term-time only. All children share access to a secure outdoor play area. All facilities used by the club provide ready access for children and carers with disabilities.

There are currently 34 children from four to 11 years on roll. The setting currently has no children with learning difficulties and/or disabilities. Two staff work with the children. One has early years training and the other is part way through studies for an appropriate qualification. A pool of suitably qualified staff is also available from The Cottage Day Nurseries Ltd when it is necessary to increase the staffing to meet the required adult to child ratios. The club is registered on the Early Years Register and on both parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall, the provision for after school care is good. This is because staff are thoughtful and caring in what they provide. Children are happy to attend and enjoy the range of activities available. The setting is well organised and activities take place in a calm and purposeful setting. The staff provide a generally safe and caring environment. Provision meets the different needs of the children well by promoting inclusive practice and maintaining continuous improvement.

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

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

- carry out regular and rigorous risk assessments to ensure the areas used are free from hazards
- ensure that all staff complete Child Protection training
- extend the planning of activities to reflect recent EYFS guidance and to support the children's learning and development.

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

Leadership and management of the after school group is good. The club benefits from being part of a small group of local childcare providers. This ensures that policies and procedures are centrally managed, well considered and, in most respects effective in providing structure to the group.

The club leader has a good understanding of what is successful and of the areas for further development. Evaluations of what works well and where further improvement may be necessary are well considered and accurate.

Because of the low number of children attending most sessions, there is a relatively low number of staff employed. This is, however, beneficial to the children because they are cared for by a well-organised staff team, who know them well. Communication between staff members is effective and ensures that children are well supervised. There is regular informal feedback to parents who have the opportunity to pass on information about their children as part of carefully managed handover procedures at the end of the day. These arrangements enable staff to ensure that pupils welfare is safeguarded effectively throughout their time in the club.

The staff are working hard to extend the links with the host school to ensure that information is passed between the two to further improve both the care and education offered. However, as yet this is at an early stage and staff from the after school club have prioritised this in terms of identifying what could be improved further.

The staff responded well to the areas identified for improvement in the previous inspection. There are now appropriate records of all accidents and procedures for meeting children's medical needs ensure confidentiality. There has been good improvement in involving children in planning for future activities with regular discussions about the type of activities they want to take part in tomorrow or in the near future. There has been satisfactory improvement in extending staff understanding of risk assessments and their effective implementation. However, whilst children play in a generally risk free environment staff do not always check resources and facilities carefully enough before the start of all sessions.

## **The quality and standards of the early years provision**

Staff are fully committed to making sure that children are happy and well cared for. A key strength is in the calm and well-mannered environment that ensures children generally leave for home in a relaxed and happy state. Because they enjoy their time in the setting, they respond positively to activities and each other. Children say they particularly enjoy using electronic games and taking part in activities outdoors. They benefit from activities in the school hall such as using a parachute or other games equipment. During the inspection, children enjoyed making simple reindeer faces from chocolate, which they finished with edible decorations.

The caring ethos ensures that children from across the primary school age range are welcomed and enjoy their time in the club. A particularly effective feature is the organisation of tea time, which is a pleasant and civilised experience. Children are clearly encouraged to show good manners and behave well and this has a positive impact on their personal development. Even the youngest are encouraged to take on simple responsibilities including filling their own sandwiches and pouring their own drinks. This 'family style' arrangement helps them become more responsible individuals and prepares them well for their futures. Staff promote healthy lifestyles well. Tea time menus are well planned with a four week range of menus providing healthy choices including fresh fruit and vegetable snacks. Water

is available at all times and water or squash with snacks. Children are familiar with good hygiene procedures, with clear emphasis placed on clean surfaces and washing hands both when eating and preparing foods.

Staff have good understanding of the needs of each individual which is effective in ensuring that even the youngest are happy to attend at the end of a long day. Staff have made a good start to producing individual folders that identify some of the work produced and the progress made by children in the Early Years Foundation Stage (EYFS). Staff have undergone recent training to help improve aspects of provision for children who are in EYFS, but acknowledge some aspects are being trialled and are currently in transition. For instance the planning of activities is extremely brief and little more than a list of the resources to be used rather than the aims for activities or the skills to be developed.

A suitable range of resources and equipment is available to extend learning and social relationships. Whilst the classroom base is spacious for the numbers involved, it is somewhat bland and could be more stimulating. Nevertheless, children have the opportunity to take part in creative activities, matching games, and toys including a range of vehicles and dolls. They also enjoy using construction materials, which they share well and a variety of books are available. Staff interact well with children and engage them in conversations that are friendly and stimulate discussion.

The after school group shares the classroom base with a breakfast club and Peep group. Changes to the accommodation have recently been made, with the addition of a kitchen type unit for storage and food preparation. However, this is placed immediately by toilets which raises concerns that the staff are carefully monitoring. There are also several relatively small scale health and safety concerns including trailing wires from electrical equipment. While the club's leader has undergone recent Child Protection training and has briefed the staff, formal training has not yet been completed by all adult helpers.

## 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*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 3 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 3 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.