

Cotgrave Kids Club

Inspection report for early years provision

Unique reference number EY379988
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Inspector Patricia King

Setting address Candleby Lane School, Candleby Lane, Cotgrave,
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Type of setting 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

Cotgrave Kids Club was registered at the current premises in 2008. It operates from a purpose-built building situated within the grounds of Candleby Lane School. Children have access to a fully enclosed outdoor area. The premises and areas used are easily accessible to all users. The club is open every weekday from 07:30 to 09:00 and 15:00 to 18:00 during school term times and from 07:30 to 18:00 in school holidays.

The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 75 children on roll and of these 10 are within the early years age group. The setting is able to support children with learning difficulties and/or disabilities.

There are four staff members who work with the children all of whom hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are successfully provided for. A safe, secure stimulating environment is created indoors and outside to offer an interesting and diverse range of activities and learning opportunities. A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate secure understanding of how to use these effectively. Good systems are in place to monitor and evaluate performance which means strengths and weaknesses are recognised and appropriate action is taken to secure improvement.

What steps need to be taken to improve provision further?

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

- review the behaviour management policy to ensure that any allegations against staff members are managed in accordance with the Local Safeguarding Children Board and ensure that staff are fully informed of these procedures
- improve the organisation of snack times to promote the health, hygiene and safety of children
- improve the use of sensitive observational assessment in order to plan to meet young children's individual needs.
- improve records and systems to ensure that information from parents includes details of what children can already do and use this to inform planning.

The leadership and management of the early years provision

Robust recruitment and vetting procedures are in place to ensure that all staff are qualified and suitable to work with children. Thorough staff induction and appraisal systems ensure that adults working in the setting are fully informed and prepared for their responsibilities and work efficiently. The manager is a knowledgeable and effective leader and organises her staff and resources well to enable children to learn through their play in fun and interesting ways.

All required documentation and records are in place and regularly reviewed to ensure they are effective. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns. However, the behaviour management statement outlines procedures that could compromise investigating procedures and children's welfare. Written risk assessments are detailed and carried out daily to minimise hazards. This is the first inspection of the current registration and they have used self-assessment effectively to evaluate performance and secure on-going improvement.

The quality and standards of the early years provision

This setting is organised with imagination and flair to create a stimulating learning environment where children are encouraged to extend their knowledge and skills as they play. Good quality resources and well-planned activities are kept within easy reach of children to encourage independence and choice. Children have daily access to secure outside play offering challenging opportunities for children to learn and develop in the fresh air.

A varied and enticing range of play and learning experiences successfully embraces all areas of learning. There are many planned and spontaneous opportunities for the children to explore and experiment with different materials and substances, for example, they enjoyed handling the dough, jelly, snow and ice. Children develop their imagination and creativity using the wealth of resources available to them. The well-resourced reading area is a favourite spot to enjoy a story, a conversation or quiet times. Children's knowledge of the wider world is well promoted because a wide range of festivals is researched and celebrated. They have access to toys and resources reflecting diverse lifestyles and customs and activities are planned to stimulate their interest and learning. For example, the visiting story teller entertained the children with stories, songs and dances from around the world.

Staff know the children well, they have positive relationships and encourage them to be confident and interested in their play thus developing good attitudes towards learning and each other. Children behave well and follow the simple agreed rules to promote safety and harmony in the setting. For example, they know that time and turns on some equipment such as the snooker table and Playstations are monitored to ensure all have equal and fair access. Outdoor safety is carefully considered and children explain how they keep safe on the escorted journeys to and from school.

Children are learning to be healthy by having a nutritious diet and good understanding of their personal care routines. Photos evidence the children growing fruit and vegetables in the setting's gardens and making these crops into healthy snacks and smoothies. Children describe the importance of hand washing before handling food or after using the toilet. However, the organisation of daily routines does not currently support these good practices at snack times.

Systems are in place to observe, check and record children's progress in their learning journals, although these are not yet used effectively. Staff work in very close partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting. Care is taken to gather necessary details about children's individual needs to ensure these are fully met however, parents are not yet asked to contribute information about their child's learning which means that this important information is not always available to be used to inform individual planning.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
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?	2

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

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.