

Cullercoats Cool Kids Club

Inspection report for early years provision

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| Unique reference number | EY389201 |
| Inspection date | 12/05/2009 |
| Inspector | Cathryn Parry |
| Setting address | Cullercoats Primary School, Marden Avenue, North Shields, Tyne and Wear, NE30 4PB |
| Telephone number | 01912001435 |
| Email | |
| 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 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

Cullercoats Cool Kids Club is owned and managed privately. It was registered in 2009 and operates from one designated classroom and associated facilities within Cullercoats Primary School. The setting is located in the coastal town of North Shields in Tyne and Wear. Children have access to an enclosed outdoor play area. The club is open each weekday from 07.30 to 09.00 and from 15.00 to 18.00 during term time. It is also available from 08.00 to 18.00 during the school holidays.

The club is registered to care for a maximum of 24 children from three to under eight years at any one time, all of whom may be in the early years age range. There are currently ten children attending in this age group. The club also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The club currently supports a number of children with learning difficulties and disabilities, and a number who have English as an additional language.

There are three members of staff, two of whom hold appropriate early years qualifications. The club supplements these with additional supply staff during the holidays.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff offer a very friendly and interesting environment for children to access. The rooms used by the club are rented. Potential hazards, which the owners of the premises do not have to be involved in rectifying, are effectively dealt with by the manager and her staff. The planning of activities and observing of children is continually being developed. The staff have experience of caring for children with learning difficulties and disabilities and demonstrate a very positive attitude to providing an inclusive environment. This includes being willing to link closely with parents and other professionals to meet any specific requirements. Staff attend a range of short courses, go to childcare network meetings and access funding to ensure continuous improvement is made.

What steps need to be taken to improve provision further?

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

- continue to develop the planning of activities and systems for observing children, including matching observations to the expectations of the early learning goals
- further develop systems to ensure any reported potential hazards are positively dealt with, particularly with regard to the children's toilets.

The leadership and management of the early years provision

The manager and her team effectively evaluate the care and education they provide. They gain parental feedback both verbally and with written questionnaires to give them a wider picture of the service they offer. Children are also encouraged to give their views. Suitably vetted staff who have a range of experience and qualifications, positively impact on the quality of care provided. The manager shows a commitment to the professional development of her team, encouraging training in all areas. She sees her staff team as a key strength, as well as the support she gains from the head teacher of the school within which the club is situated. The manager also recognises that improvements can be made in the planning of activities and observing of children, as well as the maintenance of the girls toilets.

Very good relationships have been built with parents who are very comfortable with the staff as they collect their children. The manager and her team speak to parents on a daily basis to ensure they are fully aware of the activities their children have participated in. This is complemented with regular newsletters. Consequently, they are able to continue highlighted experiences at home to further their children's learning. The staff communicate with the school staff on a daily basis to promote continuity and coherence.

The staff have a secure understanding of safeguarding issues. This results in children being well protected. Risk assessments take place within the club and on outings, which has a positive impact on children's welfare. The majority of the areas used by the children are well-maintained. However, the girl's toilets are damp with large areas of the walls being covered in mould. The owner of the club has repeatedly asked for this to be rectified, without success. She has taken positive steps to ensure children's well-being by cleaning the area daily and supervising children when they access the area. However, it is not a pleasant environment for children to have to use.

The quality and standards of the early years provision

The manager and her staff have a very good understanding of the Early Years Foundation Stage. The wide range of experiences provided ensures that each of the areas of learning is effectively covered. A really good balance of child-centred and adult-led experiences enables children to have a great deal of fun. Children are settled and quickly engage in their preferred activity. They freely move from one area to another and are spontaneous in their play and interactions with other children and adults. Children are learning right from wrong and are starting to take responsibility for their own actions, including having their own club rules. They develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources, which promote a positive outlook of the wider world. Children have excellent opportunities to socialise with others as they sit together for tea and play group games. They use information and communication technology to support their learning, for example as they enjoy playing with an interactive video game console and access the range

of computer games, including chess. Children's communication skills are fostered well, resulting in competent speakers and listeners. They delight in using their imagination as they build a helicopter landing pad out of blocks. Children have a growing understanding of the world that they live in through a variety of well-planned activities, such as feeding the animals at the farm and planting and nurturing flowers. A wide variety of creative activities are available, including making daisy chains, chalking on boards and the ground outside and creating designs with felt tip pens and rulers. These promote children's self-expression whilst having fun. Children's mathematical thinking is encouraged as they score when playing pool, enjoy mosaic games and compare the sizes of the towers they have built. The staff are very aware of and are sensitive to, the differing needs of children at the end of a school day. Basic planning takes place, which the children are involved in. Individual files with observations are being developed. These do not yet link to the early learning goals or have identified next steps in children's learning to inform future planning.

Children are kept secure through good procedures for entry to the building. Their knowledge about personal safety is effectively encouraged by well-planned trips to the fire station, discussions around the danger of talking to strangers and gentle reminders from staff not to hit the pool ball too hard. This positively contributes to children developing a sense of danger and how to keep themselves safe. All safety equipment is in place reducing the risk of accidents well. Children flourish as they access very good opportunities for physical play, including playing football, negotiating the large climbing equipment and playing with the parachute. The provision of a quiet area with books enables children to relax and rest as they wish. Children do not attend if they are sick, which enables the staff to protect others from illness. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Children are encouraged to enjoy healthy snacks and meals, including baked beans on toast, jacket potatoes and fresh fruit. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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

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| 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

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| 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

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| 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 |

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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