

Cramlington Kids Club Ltd

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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).

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.

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Description of the setting

Cramlington Kids Club has been registered on their new site since September 2009. It is located within the grounds of Eastlea Primary School in Cramlington, Northumberland. Local amenities and public transport systems are within walking distance. Children are based in a single-storey modular unit, with three rooms for nursery children and two rooms for children attending the after school club facility. There is an enclosed outdoor play area attached to the unit, as well as use of the school's outdoor facilities. The club is open each day from 7.30am to 6pm and alternate Saturdays from 9am to 1pm for 52 weeks of the year. The after school club collects children from local schools.

The club is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 147 children under eight years at any one time, of whom no more than 57 may be in the early years age range. The club also offers care to children aged over eight years old. There are currently 400 children on roll. The club supports children with special educational needs and/or disabilities. There are 16 members of staff who work directly with the children, all of whom hold the required childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming, caring and inclusive environment for children and their families. Staff have a good understanding of the Early Years Foundation Stage, resulting in children making good progress towards the early learning goals. Positive relationships with parents means staff are effective in meeting the needs of all the children they are caring for. Parents receive comprehensive information about the setting, as well as the care, welfare and learning of their children. However, they have not been invited to contribute to their children's learning journey files. Effective systems are in place to continually monitor and evaluate practice, to improve the outcomes for children. Good links have been established with other childcare organisations and specialised professionals involved with the children. However, links with other schools or nurseries that children attend, or will attend, have not yet been effectively established.

What steps need to be taken to improve provision further?

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

- invite parents to contribute to their children's learning journey files and be more involved in the observation and assessment process
- develop effective links with schools and nurseries that children attend or will attend to ensure continuity in children's care and learning.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding children's welfare. Robust recruitment, vetting and induction procedures ensure that staff are suitable and carry out their roles proficiently. In addition, regular staff appraisals contribute to monitoring ongoing suitability. Regular training and comprehensive policies and procedures ensure that staff have a good understanding of child protection issues, as well as the procedures to follow should they have any concerns about a child's welfare. Effective risk assessments and safety procedures are carried out by staff to ensure children's safety both in and out of the premises at all times. A wide range of comprehensive policies and procedures effectively underpin the work of the setting and enhance all aspects of children's care, welfare and learning.

Staff work well together and develop positive relationships with the children, ensuring they feel secure and well cared for. They are supported well by a dedicated management team who provide opportunities for ongoing training and involve staff in all aspects of the provision. This helps staff feel valued and included. Effective systems are in place to continually evaluate and monitor the provision to improve outcomes for children. They have clear targets for future improvements, such as, developing the outdoor area to provide a richer learning environment for children and extending the range of natural resources for children to explore. They are currently in the process of re-organising the toddlers room to promote more independent choices for the children. The manager and staff are enthusiastic, motivated and committed to providing a good quality service to children and their families.

Children thrive in the supportive environment. It is organised well and allows children freedom to move around the clearly defined areas to make independent choices from the wide range of well-maintained resources. Children's own art work is attractively displayed, giving them a sense of belonging. Older children are actively involved in deciding what new equipment and resources they would like to buy. This helps them feel valued and included in the decisions about their club.

Effective relationships with parents and carers results in children's unique needs being consistently met. Comprehensive information is obtained from parents and carers and recorded in respect of children's individual needs. Parents are provided with a good range of information that keeps them fully informed about all aspects of the setting, as well as the care, welfare and learning of their children. Staff have regular discussions with parents, who are also provided with questionnaires, to seek their views and opinions, helping them feel valued and included. The setting also has its own website that parents are able to access. However, parents have not been invited to contribute to their children's observation and assessment process. Good links are being developed with other community childcare workers through regular Sure Start meetings. Staff also have effective relationships with other specialised professionals involved with the children. However, links with other provisions delivering the Early Years Foundation Stage that children attend or will attend are not yet effectively established to ensure continuity in children's care and learning.

There is a commitment to equality and inclusion throughout the setting and its practice. Staff are good role models for children. They foster a positive attitude to diversity and ensure that children develop respect for individual and differing needs. All children are valued and respected for their individuality. Children with special educational needs and/or disabilities are fully included in the setting and sensitively helped to participate fully in all activities.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at the setting. They are happy, relaxed and confident in their surroundings. Staff provide a gentle warmth and kindness that enables children to develop a good sense of security, trust and self-esteem. They clearly have close and caring relationships with staff, who know them well and value their individuality. Children are well supported in their learning through the staff's sound knowledge and understanding of the Early Years Foundation Stage and the methods that help children learn. A good balance of adult-led and child-initiated activities are organised effectively, based on individual children's interests. This ensures that children are continually motivated to learn as they enjoy themselves. Children are making good progress across all areas of learning. Effective systems are in place to continually monitor and assess children's achievements. These are used in conjunction with planning the next steps of children's individual learning. For older children attending the after school provision, emphasis is placed on continued learning through providing a wide range of experiences based on children's interests, for example, arts, crafts, sports and leisure time. Staff have a good awareness of how to support and enhance children's learning through a relaxed and fun environment after school.

All children engage in a wide range of stimulating activities that are fun and support their interests. They express their creativity through various mediums, such as, painting, playing musical instruments, making models and making collages from a wide variety of different textured materials. Babies have plenty of natural and man-made resources to explore their senses. For example, they thoroughly enjoy exploring flour, manipulating it with their hands and feeling its texture. They squeal with delight as they try to catch bubbles and watch intensely as they burst when they fall to the ground. Mathematical concepts are brought into everyday experiences. For example, staff encourage children to count how many children there are at lunchtime and to calculate how many plates they need. Staff also ask the children if they are going to sit at the round or square table. Older children are beginning to learn about measurement and weight as they weigh and measure baking ingredients. Children are confident to express their ideas and use their imaginations, for example, as they act out familiar role play scenarios, play with small-world resources and make their own designs with collage material. Staff actively engage children in conversations to promote their communication skills and take time to listen to children as they excitedly talk about their families and friends. Younger children who are still developing their communication skills are supported very well, by the use of sign language reinforced by words, songs, action rhymes and the constant support from staff to begin to imitate sounds their

hear. Children enjoy stories and looking at books. Staff actively involve children in storytelling and ask open questions, such as, 'What do you think will happen next?' This promotes their reasoning and thinking skills. Older children happily begin to tell stories to other children as they recall the story of their favourite book. Activities, such as, writing shopping lists, writing letters to Santa and using words for labels around the room promote children's pre-writing and reading skills very well. Simple computer programmes not only promote children's interest in information and communication technology, they also support their literacy and numeracy skills. Regular outings to places of interest provide children with good opportunities to learn about their local community and the wider world, such as, the local park, aquarium, farms, museums and the coast. Older children enjoy horse riding, going to the cinema and taking part in sports activities at the local leisure centre. Staff are good role models and have created a caring and considerate ethos within the group. As a result, children behave very well and demonstrate kindness and concern for one another. They willingly help staff to tidy up, lay the table and share with others. The older children have a 'best buddy' system to ensure that younger and new children feel welcomed and part of the group.

Children enjoy a wide variety of experiences that promote a healthy lifestyle. Good daily opportunities for physical play inside and outside help the children to enjoy exercise and develop new skills. Younger children's pre-walking skills are very well supported. They enjoy healthy eating activities, such as, helping to buy healthy foods from local shops for their meals. Older children help to prepare their own healthy meals and snacks, as well as plan menus. Older children independently manage their own personal care very well, for example, they follow consistent daily routines for hand washing, take a rest and a drink when they want to and help themselves to tissues. They help to clean toys, wipe tables after meals and help to sweep up. Babies and young children are encouraged to feed themselves, wipe their own faces and learn from the good example set by staff. Children are developing a good understanding of safety as they take part in fire drills, cross roads safely and help to pick up toys so as not to fall over them. They have discussions with staff about the danger of strangers and who to go to for help. They also enjoy visits from the community police. Older children are involved in risk assessing the outdoors.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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