

# Canterbury Kids Club

Inspection report for early years provision

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**Unique reference number** EY396844  
**Inspection date** 12/01/2010  
**Inspector** Deborah Wylie

**Setting address** Finchale Primary School, Canterbury Road, DURHAM, DH1  
5XT

**Telephone number** 0191 3865187

**Email**

**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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Canterbury Kids Club is privately owned and managed. It opened in 2009 and operates from a classroom within Finchale Primary School, Durham, where children have use of the hall, library, outdoor play areas and adjoining kitchen. A maximum of 16 children may attend the club at any one time. The club is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are currently 33 children attending the club, of whom 13 are under eight years and, of these, five are within the Early Years Foundation Stage. The club opens weekdays during term time from 3.30pm to 6pm term time only. There are two members of staff, including the manager, who work directly with the children and who hold appropriate childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Poor quality self-evaluation, alongside inconsistent leadership and management, has led to significant gaps in compliance with the requirements of the Early Years Foundation Stage. As a result, the club does not currently meet children's individual needs in line with the requirements of the Early Years Foundation Stage framework. While the partnership with the school is satisfactory and this helps to ensure the children's happiness, there is currently inadequate capacity to improve.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure outdoor and indoor spaces are safe and suitable for their purpose by implementing thorough risk assessments specific to the out of school club and implementing fire evacuation procedures with recorded fire drills (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 01/03/2010
- ensure all records relating to policies and procedures are kept at the club so they are easily accessible by parents, staff and Ofsted (Documentation) (also applies to both parts of the Childcare Register) 15/01/2010
- ensure compliance with the Early Years Foundation Stage requirements to ensure parents receive a written statement about complaints procedures which 01/03/2010

- includes details for contacting Ofsted (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- establish systems for planning and record keeping, in line with Early Years Foundation Stage, so that children are offered a balance of adult-led and child-initiated activities delivered through indoor and outdoor play (Organisation) 01/03/2010
  - ensure the club has an appropriately trained designated person for child protection and that the procedures for making referrals are fully understood by all staff (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 15/01/2010

To improve the early years provision the registered person should:

- complete a formal self-evaluation form which highlights key areas for improvement in relation to the welfare and learning and development requirements of the Early Years Foundation Stage and which offers children, parents and staff opportunities to evaluate existing practice.

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

The provider has committed an offence by failing to gain authorisation from Ofsted for a change to the designated areas in which they care for children. This is a specific legal requirement in the statutory framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

While adults attend to children's immediate needs satisfactorily, they do not yet fully understand the extent of their roles with regard to requirements of the Early Years Foundation Stage. Consequently, leaders do not drive improvements effectively. Key policies relating to health and safety, equal opportunities, safeguarding and child protection, and lost and uncollected children were unavailable during inspection and there is a lack of clarity of roles and responsibilities in relation to leadership and management at the club. Self-evaluation is weak and relates only to developing better planning systems, which although laudable is overshadowed by more pressing issues relating to the establishment of management structures, policies and procedures. From the club's registration in September 2009, leaders have not established their own fire procedures, with no records either of clearly defined procedures, and no evacuation drills. Risk assessments have not been reviewed by the management of the club, to take account of the needs of the children. The club does not have any risk assessments of its own relating to the hall or the outdoor spaces, and it has not assessed risks associated with children going to the toilet independently.

Resources are deployed suitably to allow children access to all areas of learning and to ensure they receive appropriate care. The manager has received training to

support children with additional needs and this skill also supports the club. Children are treated and valued as individuals, although on the day of the inspection policies relating to equality and diversity were unavailable. While children are confident, and emotionally secure, there are gaps in management awareness of safeguarding procedures, as the person responsible for child protection does not show sufficient awareness and has not received specific training for the designated person role.

Parents speak highly of the club, explaining how much their children enjoy attending. However, written documentation to parents is basic and does not give the Ofsted complaint procedures or contact details. Staff have received training from the school to improve their understanding of the learning and development requirements of the Early Years Foundation Stage. This has led to the staff prioritising individualised learning as a key area to develop further. However, systems for planning and record keeping to ensure that children are offered a balance of adult-led and child-initiated activities, delivered through indoor and outdoor play, have not yet been established as required by the Early Years Foundation Stage.

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

Children chatter with the staff happily when they are at the club. They request resources, such as the ropes, when they want to enjoy physical activity and they also have use of the school library where staff support children to share a book and to develop activities from the texts they enjoy. The outdoor space has a range of opportunities for children to play, such as with the tyres, when weather permits, and children are taken out at specific points during the session. Children can also exercise as the school hall has an abundance of physical education equipment that staff can use. Staff plan creative opportunities and the older children draw very intricate representations using the paper and pencils on offer. They use origami to create flowers, and staff planning takes into account of cultural celebrations, such as Chinese New Year. Fresh drinking water is available for children at all times and children are offered snacks, such as beans on toast, which adults serve at the tables in their play space. The youngest children are offered more supervision, for example, when they visit the toilet. Adult support is at a better ratio than is required at the club, with regular volunteers supporting children to access the resources on offer. As a result, behaviour is appropriate and children have developed a sense of how to stay safe, knowing they must ask to leave the hall for any reason. They show themselves to be emotionally secure, discussing their school day and confidently asking for different activities and games when they want to change what they are doing. Relationships between the staff and children are sound and staff model activities, encouraging children to have a try at some of the planned craft activities on offer.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 01/03/2010
- take action as specified in the early years section of the report (Records to be kept) 15/01/2010
- take action as specified in the early years section of the report (Providing information to parents) 01/03/2010
- take action as specified in the early years section of the report (Arrangements for safeguarding children). 15/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 01/03/2010
- take action as specified in the early years section of the report (Records to be kept) 15/01/2010
- take action as specified in the early years section of the report (Providing information to parents) 15/01/2010
- take action as specified in the early years section of the report (Arrangements for safeguarding children). 15/01/2010