



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205590

DfES Number: 513069

### INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Kathryn Margaret Clayton

### SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care
Setting Name	Cloverfields Kids Club & Pre-School
Setting Address	C/O Humberston Cloverfields Primary St Thomas Close, Humberston Grimsby North East Lincolnshire DN36 4HS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Cloverfields Kids Club & Pre School
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### ORGANISATION DETAILS

Name	Cloverfields Kids Club & Pre School
Address	c/o Humberston Cloverfields Primary St Thomas Close, Humberston Grimsby North East Lincolnshire DN36 4HS

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Cloverfields Kid's Club and Pre-school was first registered in 1995. It is a committee run facility, under the organisation of Cloverfields Primary School. The settings are separately run and managed. Both groups are housed within the Old Clinic building in the grounds of Cloverfields Primary School in the village of Humberston. The building has three play areas and an adjoining outdoor terraced and soft surfaced area.

The Kid's Club serves the childcare needs of the local and wider community and currently has one hundred and fifty children on roll. The Pre-school currently has thirty, three and four year olds attending who are in receipt of educational funding. Children with Special Educational Needs attend both groups and the Pre-school also has children for whom English is an additional language attending.

The Pre-school is open from 09:15 to 11:45, and from 12:45 to 15:15 on Monday to Friday during term time only. The Kid's Club is open from 07:45 to 09:00 and 15:30 to 18:00 each weekday during term time. During school holidays it is open from 07:45 to 18:00 apart from on public holidays.

There are currently four qualified staff employed at the Pre-school and seven staff employed at the Kid's Club, of whom six are qualified. The facility receives the support of the North East Lincolnshire Local Authority.

### How good is the Day Care?

Cloverfields Kids Club and Pre-school provides satisfactory care overall. The Pre-school has very well organised documentation which helps them to ensure the smooth running of the group. The Kid's Club has most of the necessary documentation in place, although information is not always correctly recorded. Both groups have stable, long serving well qualified staff who develop friendly trusting relationships with children. Children are welcomed into a bright environment where the best use has been made of most of the play space.

The Pre-school make sure children learn about safety and healthy eating as part of their daily routines. The Kid's club promote children's understanding of some, but not all aspects of safety and healthy eating. Although safety hazards with regard to the outside of the building are monitored and addressed, they continue to be of on-going concern to the safety of children. Both groups have a good understanding of meeting the needs of individual children, and giving equal access to play opportunities.

The Pre-school provide a range of activities that promote children's development and learning very well. Children have free choice of a range of interesting activities in the Kid's Club and are able to pursue their own interests and contribute their own ideas. Staff in both groups use positive behaviour management techniques to promote acceptable behaviour and help children to feel secure and confident in their care.

Both groups develop good relationships with parents. Information is shared at the end of each session by all staff. Kid's Club provide parents with most of the necessary information.

#### **What has improved since the last inspection?**

Since the last inspection, the safety and comfort of children has been improved by ensuring three toilets are available for children's use, by repairing damaged plaster, securing a ventilation fan cage and covering drain holes. The Kid's Club staff now maintain a confidential signed record of all accidents, and display proof of their qualifications for parents to see. Although broken and loose tiles on the outside wall of the building are checked by staff, and assessed and repaired when needed, this is still an on going safety concern for the children attending.

#### **What is being done well?**

- The Pre-school encourage children to learn about healthy eating by providing healthy and nutritious snacks, for example cheese, and cucumber, raisins and apple, breadsticks and fruit.
- Both groups have stable and consistent staff, many of whom have been in post for some time. This enables them to become very familiar with the children over time, and leads to trusting friendly relationships.
- The Pre-school has comprehensive well-organised policies and procedures which help to support the smooth day to day running of the group.
- Both groups have created a bright warm and welcoming environment. Staff have given thought to ensuring children's work is attractively displayed.

#### **What needs to be improved?**

- documentation within the Kid's Club, by ensuring medication records are correctly maintained, that parents acknowledge the entry, and that parents are made aware of how to make a complaint

- fire safety procedures within the Kid's Club, by ensuring regular fire drills take place
- the provision of snacks within the Kid's Club, by ensuring they are healthy and nutritious
- the safety of children, by ensuring the tiled walls on the outside of the premises are safe and well maintained
- the space available to children, by making sure the freezer is sited in an area other than in the children's play space.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person must take the following actions by the date shown

Std	Action	Date
7	Ensure medication given in the Kids Club is correctly recorded and parents sign to acknowledge the entry.	20/09/2004
12	Ensure the Kids Club parents are made aware of how to make a complaint.	20/10/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Ensure the freezer is sited in an area other than the play areas used by children.
6	Ensure regular fire drills take place in the Kids Club.
6	Ensure the tiled walls on the outside of the building are safe and well maintained.
8	Ensure snacks provided within the Kids Club are healthy and nutritious.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Cloverfields Pre-school provides a friendly and welcoming environment where children make generally good progress towards the early learning goals. Progress made in all areas of learning is very good, apart from in communication language and literacy where generally good progress is made.

The quality of teaching is very good. The caring and supportive staff have a good knowledge of the foundation stage curriculum. They build trusting relationships with children and give a high priority to fostering children's personal, social and emotional development. They use very good questioning techniques to extend children's learning and manage their behaviour very effectively using positive strategies. They maintain clear, well-organised systems for assessing children's progress which enable them to successfully plan to meet the individual learning needs of children. Staff can further improve the high quality provision by encouraging children to ascribe meanings to marks.

The leadership and management is very good. The person in charge provides clear, strong management to the staff group, who work effectively as a team. The educational provision is continually evaluated to ensure good practice is maintained and on-going improvements are made as required. The group offer good support to children with Special Educational Needs and to those for whom English is an additional language.

The partnership with parents is generally good. Parents are very happy with all aspects of care and education and are encouraged to be involved in their child's learning when, for example, children take activities and books home. Staff make sure parents are kept very well-informed about their child's progress through daily discussions and termly reports. The Pre-school provides parents with useful information about the setting, but this does not include details of the foundation stage curriculum.

### What is being done well?

- Staff give a high priority to fostering children's personal, social, and emotional development. They develop trusting relationships with children, and effectively manage the integration of new starters.
- Children behave impeccably. Staff use effective techniques to encourage this, for example, they are calm and consistent, use appropriate praise and encouragement and are good role models.
- Staff consistently use appropriate questioning to challenge children's learning. For example, when playing with sand, children are encouraged through questioning to think about the speed of sand flow and to use the appropriate mathematical language.

- Staff encourage children to talk about what they are doing. Children speak confidently about their own family and events in their own lives, such as birthday parties.
- Parents are kept well-informed about their child's progress. As well as daily feedback they receive a written report every term detailing their child's progress in each area of learning.

#### **What needs to be improved?**

- the opportunities and encouragement for children to learn to ascribe meanings to marks in a variety of ways
- the information available to parents , with regard to the foundation stage curriculum

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. Children now have more planned opportunities to learn about their world using magnets and magnifying glasses.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very motivated to learn, for example, when playing on the computer, with ponies, when constructing, and in role play. They are becoming increasingly independent and are very confident and at ease with staff. Children behave impeccably and co-operate very well with their peers. They show a strong sense of being part of a family, which is encouraged by staff, across many activities, for example, in the home corner and when talking about the story of a 'barn on fire'.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Many children speak clearly and confidently, when talking to staff and their friends. They are encouraged to answer questions posed by staff when taking part in many activities, for example, building a bridge with wooden construction bricks. Children listen carefully, and are starting to recognise letter names and sounds. Children are not sufficiently routinely encouraged to ascribe meanings to marks, apart from when writing their own name.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children confidently count as a group, candles on a birthday cake, the number of children present and they learn about larger numbers when completing the weather board. They can recognise some numerals to ten and can solve simple problems, for example, how many more children can play in the home corner. Children confidently name basic shapes as they play a computer game and use mathematical language correctly when playing in the sand.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are very well challenged in their learning as they eagerly explore in the sand, and consider ways to carefully construct a bridge. Children are gaining confidence in the use of information communication technology equipment, and have access to a good range of equipment to practise these skills. Children enthusiastically talk about family events and are introduced to other cultures through access to appropriate resources and planned activities.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children negotiate limited space confidently in the small play areas. They enjoy using a range of movements and show an awareness of personal space when in the large school hall. Children have good control and co-ordination when using tools and equipment, for example, glue sticks, pencils, scissors and when carefully pouring drinks at snack time. Staff plan a variety of experiences, including opportunities to move imaginatively to music.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children make appropriate use of their own experiences when playing imaginatively in the home corner. They explore colour and texture effectively, through, for example, making collage, painting and mixing paints. Children enjoy exploring their senses as they play in the sand and feel the texture of collage pieces. They enjoy singing as a group and learn a large repertoire of songs throughout the year.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key Issue.
- Provide different opportunities and encouragement for children to enable them to ascribe meanings to marks.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*