

Thrumpton Kids Clubs

Inspection report for early years provision

Unique reference number	253090
Inspection date	28/09/2010
Inspector	Janet Keeling

Setting address	Thrumpton Primary School, Whinney Moor Lane, Retford, Nottinghamshire, DN22 7AF
Telephone number	0797 118 3926
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

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

Thrumpton Kids Clubs opened in 2003 and is a committee run group. It operates from a classroom within Thrumpton Primary School in Retford, Nottinghamshire. The group has access to an enclosed garden area for outdoor play and can also access the school playground and playing fields. The club serves children and families from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 22 children from two to under eight years may attend the setting at any one time. Currently there are 89 children on roll, of these, 65 children are in the early years age group. Children attend for a variety of sessions. The out-of-school club opens Monday to Friday from 8am to 9am and from 3.30pm to 5.30pm, during school term times. The holiday play scheme opens from 8am to 5.30pm, during school holidays. The pre-school opens Monday to Friday from 9.05am to 3.20pm, during school term times only.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language.

There are ten members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority. The group have been awarded an Aiming High Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and make good progress in their learning and development. The group is friendly, stimulating and very well organised. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Effective partnerships with parents and teachers at the host school have been established, ensuring children's needs are fully supported, and staff are keen to build on these links. All required documentation is in place, although, it requires further improvement and updating. The setting is led and managed by an enthusiastic and experienced manager who demonstrates a positive attitude and commitment towards continuous improvement.

What steps need to be taken to improve provision further?

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

- review and update all documentation so that it is more in line with the Early Years Foundation Stage Guidance
- extend further opportunities for parents to contribute to their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. Risk assessments are completed and cover all aspects of the indoor and outdoor learning environment and the 'walking bus'. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have a visitors' book. All required documentation is in place and available for inspection, however, it needs to be further reviewed and updated so it is more in line with the Early Years Foundation Stage Guidance. The deployment of resources is good and staff are successfully deployed to support the children's learning and welfare and make good use of available equipment and space.

The manager and staff team are very motivated, passionate about their work and demonstrate a positive attitude towards continuous improvement. The setting's self-evaluation system, together with parent questionnaires and suggestions, help staff to identify the group's strengths and areas for improvement. Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through planned activities, the use of visual displays and posters, role-play equipment and through open discussions between staff and children. The manager and staff demonstrate a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Regular staff meetings provide valuable opportunities for staff to discuss any practice issues and share good practice. Priority is given to the staff's own professional development. They regularly attend relevant training courses to enhance their knowledge and skills. Consequently, children's care and well-being are fully supported.

Parents are warmly welcomed and clearly feel comfortable within the group. Children benefit from the positive relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met. Parents speak very highly of the setting's approach to meeting their child's individual needs and say that their children are very happy, settled and enjoy the range of activities that are provided. A parents' notice board ensures that parents and carers have access to information about the running of the group. For example, their registration certificate, public liability insurance and planning documents are all displayed. Staff are keen to increase the involvement of parents and carers in the setting, so that they can contribute more to their children's learning and development. The manager and

staff work successfully in partnership with the host school and have developed positive links with the nursery class teacher. Consequently, this has a positive impact on the children's future needs as many of the children move on to attend the school where they will see familiar adults and be comfortable in their new learning environment.

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

Children benefit from a welcoming, well organised environment and from the staff's understanding of how to develop learning through play. Children are familiar with the learning environment, settle quickly on arrival and are eager to learn. They have many opportunities to make choices about their own play and learning, as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the pre-school and club, information is gathered from parents and used to support children's individual needs. All children have a 'learning folder', which contains information about a child's learning and progress. These folders are available for parents to see at anytime. However, there are missed opportunities for parents to contribute to their child's continuous learning and development. Staff observe the children as they play and record information which relates to the early learning goals. Information gained through observation is evaluated and used to inform future planning.

Children make good progress towards the early learning goals because staff have a good understanding of the Early Years Foundation Stage Framework. Children enjoy their time at the group and engage in a wide range of activities. A group of pre-school children build ramps with wooden blocks and planks and then watch with delight as they roll their cars and trucks down them. The children, supported by staff, creatively change the construction into a boat and pretend to sail on the choppy seas! Children giggle with enjoyment as the boat rocks from side to side. 'We're going to the Grand Canaries,' says one child! Another group of children play at the sand tray, chatting together as they run their trucks through the sand. Children access a range of books and sing nursery rhymes with enthusiasm, such as, 'Row, Row, Row the Boat'. Children's creativity is further supported through a range of accessible role-play equipment, construction toys and a range of media, such as, chalks, paints, water and green porridge! Children's understanding of numbers is developing well through everyday activities. They count how many children are present and explore shape, size, colours and patterns during their play. Staff help children to plant tomatoes, cucumbers, chillies, courgettes, strawberries and marigolds from seed. They tend the plants each day and watch with delight as they grow. Pre-school children also access programmable toys, such as laptops. During the after school club, children help to prepare their own snack of hot dogs with onions. They carefully prepare the food and spread bread rolls and laugh when everyone's eyes are affected by the smell from the onions! Those attending the out-of-school and holiday play-scheme also enjoy a varied programme of activities, from football and cricket to cookery activities, badge-

making and face painting. Safety awareness amongst the children is good, and children engage in discussion groups about the importance of stranger danger and anti-bullying strategies.

Children behave in a manner that is supportive of their learning; they develop confidence and self-esteem because the staff give regular praise, encouragement and support. Children learn to negotiate, share toys, take turns with equipment and show consideration for each other as they play together and as a result, children's behaviour is very positive. Children are beginning to develop an understanding of the wider world through planned activities, discussion with staff and through access to toys that are representative of diversity. Children learn how to stay safe and regularly engage in emergency evacuation procedures. Children are successfully encouraged to develop their own personal hygiene skills, such as independent toileting, and automatically washing their hands before snacks. Children develop a good understanding of healthy eating as they have an excellent variety of fresh fruit at snack time and water is readily available. Children also harvest and eat their own produce and know that exercise is good for them. Those at the pre-school and after-school club demonstrate that they are acquiring skills that will help them in the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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
--	-----