

# South Cave Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	314719
<b>Inspection date</b>	21/10/2010
<b>Inspector</b>	Sally Hicks
<b>Setting address</b>	South Cave Primary School, Church Street, South Cave, Brough, North Humberside, HU15 2EP
<b>Telephone number</b>	01430 424858
<b>Email</b>	
<b>Type of setting</b>	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

South Cave Kids Club is an out-of-school provision that is privately owned and managed. It opened in 1995 and operates from a mobile classroom situated in the grounds of South Cave Primary School in South Cave, East Yorkshire. The younger children share access to a secure, enclosed outdoor play area, and older children also have supervised access to the school playing field.

A maximum of 38 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years and over. The club is open Monday to Friday from 7.45am to 9am and 3.30pm to 6pm during school terms, and from 7.45am to 6pm during school holidays. The children who attend during school terms are all from South Cave Primary School; during school holidays children are accepted from a wider catchment area.

There are currently 75 children on roll. Of these, 45 are under eight years and of these nine are within the Early Years Foundation Stage. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff who work directly with the children. Of these, the manager and deputy hold a National Vocational Qualification at level 3 in Playwork, one is a qualified teacher and two are currently working towards a level 2 in Playwork. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is celebrated by staff, who know and care for their children well. As a result, children feel valued, fully included and enjoy the experiences the club offers. New assessment procedures are in place and managers recognise the need to develop these further to support each child's next steps towards the early learning goals. This reflects management's commitment to ensuring that the outcomes for children are continually improved and they demonstrates a good capacity to put any further improvements firmly in place.

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

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

- develop further the records of observation and assessment and use these to plan the next steps in a child's developmental progress
- ensure children have a designated quiet area to rest and play
- review the organisation of the learning environment to ensure play opportunities are immediately available on arrival at the setting.

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

This inclusive club is well organised and well managed with a dedicated team of staff, committed to meeting the individual needs of each child and ensuring their well-being. Robust recruitment and vetting procedures are followed to ensure adults working with the children are suitable to do so. Risk assessments ensure children are safe at the club. Indoor and outdoor areas are used effectively and staff are deployed to ensure good levels of supervision at all times. All appropriate policies and procedures are in place and staff's understanding of safeguarding issues promote children's welfare.

Staff work closely with parents and build strong relationships with them. Effective communication and sharing of information means children's needs are known and met. Parents speak very positively about the club and value the safe environment and the 'friendly and approachable' staff. The setting fosters good partnerships with other professionals and this really benefits the care of children. Staff are committed to inclusion and have experience and training to support the care they provide.

Management's strong commitment towards continual improvement successfully steers the club. The club has correctly identified the need to extend the current provision by providing children with a designated quiet area to enable them rest and play. Recommendations made at the last inspection have been successfully met. For example, high expectations of behaviour from all staff ensure consistency of approach. Children play and learn happily together, for example, they delight in making vehicles out of card, swapping ideas and sharing materials and ideas. Staff have regular opportunities to reflect on their practice at staff meetings. A commitment from managers to provide every opportunity to develop staff skills and understanding ensure a continued focus on improving children's learning experiences. This reflects good capacity to improve further.

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

Children are happy, feel secure and settle quickly during their time at the club. The manager and staff greet the children warmly and they look forward to attending and choosing from a good range of age-appropriate activities. These spark children's curiosity and engage them actively in learning through play, but these activities are not always available on arrival at the setting. The manager recognises the need to review the organisation of the learning environment to provide play opportunities immediately on children's arrival, so no time is lost for learning through play. Relationships are warm and children are able to share concerns with staff if they have any. Staff and older pupils provide good role models as they help the younger ones to take turns, share resources and behave well. This positive, relaxed and nurturing atmosphere contributes significantly to children feeling secure and at ease at the club.

Children learn about the importance of healthy eating and eagerly pile their plates with fresh fruit and vegetables, tasty sandwiches and fruit yoghurts. They have access to fresh water at all times and confidently follow shared hygiene routines, eager to show visitors their posters on the importance of hand washing. Staff hold food hygiene certificates, which ensures they are fully aware of food handling procedures to keep children free from harm. Children develop a good understanding of how to keep themselves safe as they take part in regular evacuation drills and understand the shared rules well. As a result, they play safely outside, walk sensibly inside and use resources, such as scissors, carefully. They are keen to take on shared responsibilities and enthusiastically clean tables together after snack time and tidy toys away at the end of the day.

Children are curious about the world around them and adults interact well, asking questions, which spark this curiosity. For example, they are excited about their pet snails laying eggs and are keen to feed them lettuce each day. There is good balance of those activities led by adults and those by children, who confidently make decisions about what they want to do. For example, they decide to make recycling bins out of cups, sharing ideas on the colours for different bins and excitedly drawing letters on each. Staff are beginning to record observations and assess children's learning, but the information gained is not yet fully linked to the early learning goals to fully inform planning for children's next steps.

Children take part in a range of activities to learn about diversity and broaden their understanding of the wider world. For example, during Diwali, children enjoy singing songs and they look forward to sharing the festival of light celebrations with bonfire night this year. Art and craft activities are popular and offer many opportunities for learning. For example, children count how many pieces of card they have and identify shapes for their plane wings. Overall, children make good progress and develop future skills that support their next steps well.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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