

# Cantelupe Kids Club Limited

Inspection report for early years provision

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**Unique reference number**

EY412995

**Inspection date**

27/10/2010

**Inspector**

Sheena Gibson

**Setting address**

The Cantelupe Centre, Market Place, ILKESTON,  
Derbyshire, DE7 5HY

**Telephone number**

01159321329

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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).

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.

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## **Description of the setting**

The Cantelupe Kids Club Ltd was registered in 2005 and re-registered as a limited company in 2010. It operates from the Cantelupe Community Centre, which is situated in the centre of Ilkeston Derbyshire. The club provides before school, after school and holiday care for children from the local and surrounding area. The before school and after school facility is open each weekday from 7.00am to 9.00am and 3.00pm to 6.00pm during school term time. Staff escort children to and from a number of schools in the area. The holiday club operates from 7.00am to 6.00pm with transport and escorts provided. All children share access to a secure enclosed outdoor play area. The club provides care for a maximum of 26 children under eight years at any one time. There are currently 85 children on role of whom five are in the early years age group. The setting also provides care for children who are from eight to 13 years of age. The setting supports children with special educational needs. All staff hold appropriate early years qualification with the manager holding a Level 4 qualification and the deputy manager holding a Level 5 qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a very inclusive setting where their individuality and uniqueness is given good consideration, with the majority of systems being very effective in supporting learning. This successfully promotes their well-being and they make good progress. Children's safety is mostly effectively supported through procedures, staff practice and supporting documentation. The provision works well with parents and others to ensure a consistent and beneficial system of communication to help children to fulfil their potential in a positive, safe manner. Self-evaluation is used effectively to monitor the provision and identify future targets; management and staff demonstrate a strong commitment to continuous development.

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

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

- take into account all groups who use the building to ensure that external doors are secure at all times
- develop consistency in how children's starting point is obtained in order to support their progress.

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

Staff have a sound understanding about how to safeguard children. The lead person for safeguarding has a very confident understanding about her role in

protecting children from abuse and this is effectively put into practice if necessary. Robust safeguarding procedures are known to staff and so successfully support children's safety. There are thorough risk assessments in place that detail how the setting minimises physical risk to children when in the setting or on outings. Practical steps are taken when children leave the setting, such as, wearing reflective vests and using reputable transport providers. Children are protected in an emergency situation as regular evacuation drills are practised and recorded. Whilst for the most part the security of the building is good another user group potentially compromised security by leaving the centre's external door unlocked. The setting has robust systems in place for recruitment of staff and the placement of students to ensure that those who work with children are suitable and this includes having a successful Criminal Records Bureau check.

Required records, such as children's details, permission slips and many policies, including a detailed complaints procedure, are in place to support children's care and learning. The staff team are long-established and work well together to form a team who provide a warm and friendly environment that enables children to feel secure. They are well-deployed with effective systems in place to ensure required adult to child ratios are met. Management and staff are enthusiastic, ambitious and motivated resulting in good systems for monitoring and reflecting on practice. They use the Ofsted self-evaluation form to identify strengths of the provision and also to ensure that improvement is continuous and well-targeted. Staff have developed, positive, constructive relationships with parents and with other people. This means that there is valuable multi-way communication to ensure that relevant information is shared to benefit children's welfare and learning. For example, parents are encouraged to become part of the setting through being invited in, having access to written information about activities and being asked for their views, which are given due consideration.

Children are cared for in an inclusive environment where each child is recognised as an individual and staff work hard to ensure that they are able to meet every child's needs. Staff provide positive, non-stereotypical activities that reflect diversity including gender roles, different cultures and people with disabilities. They use the curriculum to help children to value similarities and differences, creating mutual respect and good citizenship. Children have equal access to activities and staff recognise their interests, needs and potential. The deployment of resources successfully supports children's welfare and learning. Children have access to a spacious environment where they move freely around choosing what they want to do. The provision is well resourced ensuring that there is enough challenge and stimulation for them. Good numbers of staff are well-deployed throughout the building and contingencies are in place so that children have continuity of care.

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

Children's health and well-being are effectively supported. There are good procedures in place for staff, parents and children to follow that minimise the risk of cross-infection. Children learn about how their actions impact on their health.

For example, they write poems about germs and they know that when they blow their nose the tissue goes into the bin. They have plenty of physical exercise, from dancing indoors to going on outings to the soft play centre. They take on the challenge of the large play equipment with vigour, climbing and balancing, taking safe risks confidently. Staff understand how to help children to learn through play. They are well-qualified, experienced and knowledgeable, which means that they interact effectively with children during activities to support their learning and enjoyment. They observe children to ascertain their abilities and whilst not always being consistent, for most of the children they have obtained information about their starting point and so children make good progress. Staff tailor the planning to ensure that children are working towards their next steps and are continuing to achieve while they have fun at the setting.

Children are engaged in a wide range of exciting and challenging activities whilst at the setting. They enjoy a game of pool, competently balancing and aiming the cue at the ball, hitting the ball into the pocket. They recognise the colours and numbers on the balls and know how many are left once one is in the pocket. They demonstrate pride openly when they win the game and a big cheer goes out. Children are empowered by staff to be independent thinkers and decision-makers who take responsibility for their own actions and behaviours. They enjoy going out into the community, taking photographs and videos of the local environment. They are fascinated whilst watching a tree surgeon fell a tree. They talk about what tools are used and then they examine a piece of the tree trunk with a magnifying glass, discussing the texture, smell and what sorts of bugs live on the tree. They also make objects from wood using various tools and learning about the importance of wearing safety goggles. They use their imagination in the very realistic role play areas, such as, the flower shop and create designs by weaving materials and making objects with beads.

Children are very encouraging towards each other. The mixed age group at the setting means that early years children are able to mix with older children and this is very successful. They all abide by the rules of the setting and the behaviour contract that they sign. Older children are very aware that younger children are present and all children co-operate well together. Children have a strong sense of belonging. They are confident, secure and are proud of their involvement in the super displays that are produced for the walls. Children have a good understanding about keeping themselves safe. They know, for example, that they cannot use the iron to fix their bead design because they could burn themselves. A buddy system is in place that helps children to feel secure when they first join the setting and posters are around the room reminding children about playing safely.

## 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

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