

# Knavesmire Cool Kids Club

Inspection report for early years provision

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**Unique reference number** EY216711  
**Inspection date** 05/01/2012  
**Inspector** Christine Tipple

**Setting address** Knavesmire Primary School, Trafalgar Street, YORK, North  
Yorkshire, YO23 1HY

**Telephone number** 01904 611365

**Email**

**Type of setting** Childcare - Non-Domestic

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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**

Knavesmire Cool Kids Club was registered in 2001. It is managed by a voluntary committee. It is attached to Knavesmire Primary School in the city of York. The club serves the primary school and in the holidays is open to other schools in the area. There is access to outdoor play provision within the school.

The club opens all year Monday to Friday. During term time it operates a breakfast club from 8am to 9am and after school from 3pm to 6pm. In the holidays the club is open from 8am to 6pm. Children are able to attend for a variety of the sessions. A maximum of 30 children may attend the club at any one time. There are currently 59 children attending and of these six are within the early years age group. The club offers care to children aged over four years to 13 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with disabilities.

The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and 4. The club receives support from the local authority and is a member of the Knavesmire Early Years Partnership group.

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

Overall the quality of the provision is good.

Children are settled and enjoy their time at the club due to the staff's positive care and support. The range of activities fully supports the children in their ongoing learning and development which overall enables them to make good progress in an inclusive environment. The information provided promotes children's safety and well-being very effectively. Good links are established with the school and parents to promote a shared approach to children's ongoing needs. The staff, committee and users of the service all contribute to the clubs provision and practice to identify areas to develop and improve upon.

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

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

- develop how observations and assessments inform children's ongoing progress and future planning.

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

Children's safety and well-being is promoted effectively by the staff. The safeguarding policy, procedures and staff training are up-to-date. This enables staff to be informed about protecting children in their care. The contact details of the relevant safeguarding agencies are displayed and shared with parents. The risk

assessments cover all aspects of the clubs provision both inside the premises, outside and for all trips. These along with all the club's policies, procedures and other records are effectively reviewed and monitored as part of the management's role and responsibility. The club have a clear recruitment and selection process which assesses the suitability of staff. The induction programme and staff appraisals support their self-development through access to further training or to extend their qualifications. The staff and management have taken positive steps to review their practice and provision with support from the local authority and feedback from parents and children. This has enabled them to assess how changes impact on the outcomes for children and in raising the quality of their provision.

The staff aim to provide an environment that rewards, celebrates and values what the children do. Staff are confident to challenge discrimination and bullying. They offer a positive selection of activities and resources to promote diversity and inclusion. The children are introduced to different cultures and celebrations through the year which reflect both their community and the wider world. This includes activities such as food tasting, creative activities and Indian and Chinese artefacts. The good use of the facilities and the wide range of resources and equipment are effective in promoting the areas of learning and extending children's interests. These are accessible and enable children to self-select and make choices in what they want to do.

The club had a good link with school staff to ensure they work together and share information. This enables the staff to plan activities which support and complement what the children are doing in school. The club use services from the community to enhance the children's experiences such as visits from the police community support officer and offering different creative activities. The partnership with parents is good and there is a positive range of information provided on how their children's safety and welfare is managed. This includes information sought before the children start to enable staff to support them to settle and feel secure. Parents are kept up-to-date with the clubs activities through the display board. Contact with parents and staff is daily and is seen as an important part of sharing and supporting the children. Other feedback from parents is through the use of questionnaires. The comments are very appreciative of what the club provides and how much their children enjoy coming which is demonstrated in them not wanting to leave.

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

The staff have continued to develop their skills and knowledge of the Early Years Foundation Stage. The children have an allocated staff member to be their key person. The staff plan an overview of activities offered through the week which are flexible and respond to the children's requests and interests. The club's positive partnership with the school ensures information is shared regarding children's individual learning needs. These support the staff in their observations and assessments of the children. The children have individual files which collate their photographs and staff's comments and observations which link to the areas of learning taking place. However, these are not yet identifying what children's next

steps are to progress which informs staff's future planning for the children more effectively.

Children are very settled at the club and the trusting relationships formed with the staff enable them to feel safe. Children enjoy talking with them about their day at school or other news they have which supports them to be confident to share information. This is reflected in the children's behaviour which is good; they are polite and play well together. There is positive approach to sharing and taking turns and the children have devised their own club rules which work well and are respected by them. The staff are good role models for the children, they are calm and encourage and praise them in what they do and listen and respond to them respectfully.

The children enjoy being outside and being active such as group games, hide and seek, obstacle courses and football. The selection of resources enables the children to develop their mark making and emergent writing skills confidently. Children access books both in the club and the school library. Various games are provided which support the children's use of numbers and problem solving which they enjoy such as matching cards, dominoes and board games. The creative area offers the children a wide selection of activities which enables them to devise and create their own ideas. This includes making clay models and glass painting. They sew and make various items such as finger puppets which they proudly display and take home. Children have baking sessions sometimes with a parent who shares their skills. They use the small world and role play activities to extend their imagination and to act out different roles.

Children know the importance of being healthy through the range of activities and information provided, such as learning about healthy foods. Children have various snacks provided which include the fruit bowl which they can access throughout the session. Snacks are varied and offer pita bread with different fillings, jacket potatoes, fruit smoothies and at the breakfast club cereals and toast. Milk, water and juice are accessible at all times. Clear information is shared with parents on the procedures taken when children are ill and on administering medication and the recording of accidents. Children are aware of the importance of washing their hands and staff promote good hygiene practices with the children. Safety is managed very well with the children who take an active part in the evacuation procedure. The staff link with the school on particular safety issues such as 'stranger danger'. The staff assess the children's use of the resources and equipment to enable them to take levels of risk in a safe environment.

## 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

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