

# Corby Kids Club

Inspection report for early years provision

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**Unique reference number** EY136708  
**Inspection date** 15/03/2012  
**Inspector** Veronica Sharpe

**Setting address** Station Road, Corby Glen, Grantham, Lincolnshire, NG33  
4NW

**Telephone number** 07816 585884

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**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**

Corby Kids Club opened in 2001 and operates from a classroom within Corby Glen Primary School in Grantham, Lincolnshire. In addition, the club has the use of the school hall, toilets, kitchen, a computer suite and outside play areas. The club is managed by a voluntary committee comprising of parents and teachers from the school.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children aged between three and eight years at any one time. Opening times are from 7.30am until 8.50am and 3.20pm until 6pm, Monday to Friday during school term times. There are currently 72 children on roll aged between four and 11 years, three of whom are within the early years age group. The club supports children with special educational needs and/or disabilities.

Three members of staff are employed to work with the children, all of whom have appropriate childcare or playwork qualifications. Two members of staff are working towards a foundation degree.

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

Overall the quality of the provision is good.

Children develop their independence well in this well organised and inclusive setting. Staff plan and provide a broad range of activities that help to ensure children make generally good progress in their learning and development. Close relationships with parents and the school enable staff to meet each child's needs effectively. Managers and staff regularly evaluate the quality of the provision and work steadily towards improving the outcomes for children.

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

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

- develop further the activities and resources that enhance children's understanding of their own and other cultures, languages and lifestyles
- incorporate the views of children into the self-evaluation process to enhance the setting's ability to identify targets for future improvement.

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

Children are safeguarded well in the setting because all staff attend regular training to update their knowledge of child protection. Clear policies and procedures enable staff to respond appropriately in the event of any child protection issues. Thorough recruitment procedures ensure staff are suitable and

have the right skills and experience to promote children's welfare. Daily checks of the premises mean that children play in a safe and secure environment. Risk assessments take into account all aspects of safety, such as resources and equipment. All essential documentation is in place and children's information is readily available in case of emergencies.

The classroom is warm, comfortable and well organised, with a good range of accessible resources so children can be independent in their play. Children make decisions about the wall displays, which reflect their ideas and interests. For example, children have found out about space travel and displayed the results of their research. Staff take account of individual children's interests and abilities when planning activities, such as cooking or crafts, which promotes inclusion. Staff deploy themselves well to ensure children play safely in a supportive environment. Children who have special educational needs and/or disabilities receive good support from staff, who work closely with the school to ensure consistent care.

The club has developed good working partnerships with parents as staff keep them well informed about routines and activities and involve them in their children's learning experiences. Clear information about children's interests and abilities is collected on placement, enabling staff to identify their starting points and effectively develop their knowledge of the children. Parents indicate they are pleased with the club, and say staff are well liked and respected. Close partnerships with the school are well established and promote continuity of care. All of the staff work in the school, which means children are familiar with them, and consequently they settle well.

Staff enjoy positive relationships with their local authority advisory team and have worked hard to improve and establish good working practices. Staff regularly attend training to update their knowledge and work enthusiastically towards improving their qualifications. They work confidently with the children and show a good understanding of the Early Years Foundation Stage. Generally effective systems to evaluate the quality of the provision enable staff to target areas for development. For example, they have implemented new systems to record children's progress and re-organised the room and resources to enhance children's independence. However, although children make decisions about everyday activities and routines, their views are not actively sought to further enhance the accuracy of the self-evaluation process.

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

Children benefit from warm and friendly relationships with staff and each other. They play together happily and their behaviour is good. Systems to observe, assess and plan for children's future learning are developing well. Staff support the children well in their activities and clearly know and understand their needs. Parents have regular access to their children's records of development and are encouraged to share what they know about their children's interests and ideas. This helps to ensure each child makes good progress in their learning. Staff involve children in the planning of their activities, which gives them a sense of ownership

and purpose.

Children show a keen interest in craft activities; today they join together to make presents for Mothering Sunday, and thoroughly enjoy selecting buttons and sequins to decorate their gifts. Paints, collage materials, scissors and glue are easily accessible, enabling children to use their imaginations. They have regular access to computers, where they draw and print images as well as research their ideas and interests. A variety of board games are made available, and children enjoy a good range of accessible, age-appropriate books. They demonstrate good literacy skills and show that they understand the value of writing for a purpose, for example, using a space 'log book' in role play, and commenting on their pictures. Children have opportunities to develop their understanding of diversity as they learn about festivals, such as Diwali, Chinese New Year and Shrove Tuesday. However, opportunities for them to learn about and experience each other's cultures and backgrounds are not embedded into the daily routines; for example, through the use of language, music and art.

Children's good health is promoted well and they enjoy healthy foods, such as fresh fruit, cereals and bread. They are involved in the preparation of snacks and benefit from cooking activities that help them learn about good nutrition. Children enjoy exercise in the outdoor areas, and sometimes use the school hall for dancing and movement. The wider school grounds enable children to enjoy larger scale activities, such as football games. Children are involved in devising the risk assessments, which helps them understand about hazards and how they can keep themselves safe.

## 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