

# Kader Club

Inspection report for early years provision

---

**Unique reference number** EY244846  
**Inspection date** 20/03/2012  
**Inspector** Vivienne Dempsey

**Setting address** c/o Kader Primary School, Staindrop Drive, Middlesbrough,  
Cleveland, TS5 8NU  
**Telephone number** 01642 286599  
**Email** kader@middlesbrough.gov.uk  
**Type of setting** Childcare - Non-Domestic

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

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

Kader Out Of School Club is committee run and was registered in 2003. It operates from the upper school hall of Kader School, Acklam, Middlesbrough. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 3.05pm until 5.45pm. Children are able to attend for a variety of sessions. A maximum of 44 children may attend the setting at any one time. There are currently five children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting employs five members of child care staff. Of these, four hold appropriate early years qualifications at Level 2, Level 3 and Level 4. One member of staff also has a degree in Early Childhood Studies. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a safe and homely environment for children, which is a sound basis for children to make some progress in their learning and development. They work closely with parents and other providers to ensure children's care needs are well met. The staff are keen to develop the service they provide and work closely with parents and local authority advisors. They attend regular training and have used recommendations from a previous inspection to promote some outcomes for children. For example, systems for recording children's attendance have been developed. However, these are not accurately maintained at all times. This is a breach of requirements and does not ensure children's needs are met at all times.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure records of children's hours of attendance are accurately maintained. (Documentation)(also applies to the compulsory and voluntary parts of the Childcare Register). 03/04/2012

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

- develop systems further to link observations of children's learning to the six areas of learning and clearly show how highlighted next steps are used to inform future planning.

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

Children are cared for in a safe and secure setting, where staff are deployed effectively to ensure children are supervised at all times. The settings good range of policies and procedures are regularly reviewed and mainly implemented by the staff team. This helps to ensure that children are safeguarded and their needs are mostly met. The safeguarding policy, along with the staff's sound understanding of child protection procedures results in children being protected. Risk assessments ensure that potential hazards are identified and minimised. Records required for the safe and efficient management of the setting are in place and are mostly well maintained. However, systems for recording children's hours of attendance are not always accurate. For example, times of children leaving the setting are not always recorded. This does not clearly show their hours of attendance, which does not fully ensure children's needs are met at all times.

A suitable range of resources are freely available and these support children's learning and development well. Children have independent access to activities and resources which enables them to make choices and decisions about what they do. Staff attend a suitable range of training, to develop their knowledge and skills. They also work with Local Authority Advisors and other providers to enhance the service they provide. Staff talk confidently about the strengths of the setting and areas they would like to develop. Parents and children are also involved in the self-evaluation process, for example they regularly complete questionnaires about the service provided and staff use comments to develop their practise. This enables them to drive some improvement, whilst helping to promote most outcomes for children. A good range of resources and activities are available to promote children's awareness of differences and others, such as, books, posters, dressing-up clothes and small world figures. Children also enjoy celebrating a range of festivals to promote their understanding of a diverse society. Such as, Holi and Chinese New Year. There are currently no children attending the setting who have special educational needs and/or disabilities. However, staff have a good understanding of systems they need to have in place to ensure their individual needs are met.

Staff have established positive relationships with parents. A good level of information is gathered from parents and other providers at the outset to support children settling-in and to enable staff to respond well to their care needs. Staff are committed to working in partnership with others and most staff work in the local school or playgroup where children also attend. They know children well and an effective key person system is in place. This helps to ensure children feel safe and secure at the setting. There are good channels of communication between all providers involved with the children, which helps to promote children's development and welfare.

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

Children are very well behaved, this is encouraged by the staff who are positive role models and create a calm and positive environment by listening to and praising children. They make very good use of free movement between the indoors and outdoors, which enables children to experience plenty of fresh air and feel the effects of the weather including sun, wind, rain and snow. Staff have developed sound systems for observation, assessment and planning. Observations of children's learning and development are recorded within children's observation files and learning journeys. Systems to track children's progress towards the early learning goals are in place. However, observations are not always linked to the six areas of learning and systems to highlight and link next steps to future planning are still in the early stages.

Children are developing good personal hygiene through regular routines and positive role modelling. For example, children wash their hands before snacks. Children talk about 'washing the germs off and getting their hands clean', which demonstrates their understanding of personal hygiene. Staff provide a range of nutritious snacks and a good range of fresh fruit and vegetables are available and children confidently talk about their favourite fruit. They also encourage children to try foods from around the world, such as, prawn toast and noodles to help celebrate Chinese New Year. Drinks are freely available and cups are clearly labelled with children's names to help prevent the spread of infection. This helps to keep children safe, nourished and hydrated. Children regularly help to prepare snack and are eager to help put the name labels on the cups. They clean their plates after snack and are keen to help wash the dirty pots. This encourages children's self-help skills and promotes their confidence and self-esteem

Children enjoy celebrating and learning about the Hindu festival of Spring and Colours. They have great fun 'splatting' the staff with different colours of paint and also make pictures and wall displays with a variety of brightly coloured paints. Staff help to develop children's interest in books and encourage them to draw characters from their favourite book. Suitable ranges of mark making resources are readily available. Children are encouraged to write comments in the daily diary about the activities they have taken part in or what they have enjoyed doing whilst at the setting. All of which helps to develop children's early communication, language and literacy skills. Staff arrange a variety of activities to promote children's awareness of safety within the setting and when out and about in the local community. For example, the local road safety officer regularly visits the setting and talks to children about road safety. Children also take part in regular fire drills and staff talk to them about why they shouldn't run and climb indoors. This helps to develop children's awareness of safe practises.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- maintain a record of children's hours of attendance.(Records to be kept) 03/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register. 03/04/2012