

# Chaddy Kids Club

Inspection report for early years provision

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**Unique reference number**

EY434387

**Inspection date**

08/05/2012

**Inspector**

Karen McWilliam

**Setting address**

St. Matthews C of E School, Chadderton Hall Road,  
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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

Chaddy Kids Club was originally registered in 2000 and has registered again in 2011 due to a change of ownership. The setting operates from four rooms in St. Matthews C of E School in the Chadderton area of Oldham, close to shops, parks and other local amenities. Children have access to an enclosed outdoor play area. The club is open each weekday from 8am to 9am and 3.10pm to 5.30pm, term time only. Holiday provision is available from 8am to 5.30pm.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children under eight years may attend the setting at any one time, of whom, none may be under three years old. There are currently 64 children on roll, some in part-time places, of whom, one is in the early years age range. The setting has a number of children with special educational needs and/or disabilities and for whom English is an additional language.

There are seven members of staff, three of whom hold qualifications to at least level 4. One member of staff has achieved Qualified Teacher Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and enjoy attending this club. Overall, systems ensure that they make good progress through access to stimulating activities, support and challenge. Outcomes for children are good and exemplary in relation to being healthy. Effective partnerships with others and excellent relationships with parents ensure that individual children's needs are met. Effective arrangements exist to ensure children's safety and encourage their involvement in the provision. The staff show drive and commitment and are confident about what they need to do to secure and further sustain improvements.

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

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

- improve the use of observation and assessment to support the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals.

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

Children are safeguarded from harm and neglect because staff ensure that children's safety is paramount and implement good systems to protect them. All staff have accessed child protection training and the manager ensures contact numbers are to hand should there be a concern about a child. Written safeguarding policies are in place and shared with parents via the setting's website. Annual risk assessments and comprehensive daily checks ensure that all areas of the club and the outdoor areas are safe. Robust recruitment procedures ensure that all adults in the setting are suitable to work with children.

The manager has a clear sense of purpose and ensures that this vision is cascaded to the dedicated staff team. Children are encouraged to make choices, for example, staff have daily and weekly planning meetings with them. Consequently, children are active participants in their learning, thrive and make good progress. There is a good range of resources for them to choose from, which includes construction materials and lots of board games that effectively challenge and stimulate them. Continuous professional development is a priority for the club, resulting in a knowledgeable team who are focused on promoting positive outcomes for children. A comprehensive self-evaluation form has been completed, which includes the views of parents, children and staff. For example, through discussions with parents, staff have updated their menu to include soup and wholemeal toast and beans.

Extremely positive relationships are well established with parents and contribute to how settled the children are and the progress they make. Parents are very well informed about the club and all aspects of their child's care and learning. They speak very highly of the staff and comment on how hard the staff work and how they ensure that every child's individual needs are met. Parents are kept up-to-date through weekly emails, daily discussions, communication books and information booklets. This means that children receive good continuity of learning in a fully inclusive environment. The club has developed good partnerships with their link school. The arrangements to support transitions ensure a complementary and consistent approach to children's learning and development. For example, prior to children starting the club, staff liaise with the teachers, parents and children to obtain lots of useful information, which is used effectively to support them.

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

Children have fun and make good progress in the club. Staff observe what children can do and document this in their individual learning journey. However, this information is not consistently used to inform planning. Therefore, staff are not fully maximising opportunities to support children's learning and development. Communication, language and literacy are promoted well due to the constant

interaction of the staff with children. There is a cosy book area where children can sit quietly and read independently or with the support of staff. Staff have introduced the children to signing, which further contributes to a language rich environment. Mark making is always available, children draw around their hands and decorate their pictures and as a result, they develop good early writing skills. There are lots of opportunities for children to use their problem solving skills. They construct with blocks and choose board games from the wide range, which are freely available to them. Children develop good personal, social and emotional skills as wait patiently for their turn in games and contribute their ideas in circle time. They have access to role play equipment and dressing up clothes that encourage them to try out different roles. Their knowledge of the world is further supported by regular visits to shops to buy fruit for snack or to the farm where they learn to care for other living things. Children develop positive attitudes towards themselves and others because there is a good range of resources that reflect the diversity of the world in which they live. They partake in activities that further enhance their understanding, for example, celebrating a wide range of festivals.

Children's health is given a high priority by the staff. They offer children healthy choices of fruit and plan a variety of activities, which further support healthy eating. For example, they invited a food health professional into the setting to talk to children. Children demonstrate their developing awareness of healthy habits by choosing water when thirsty. They readily wash their hands before snack and play in a clean environment because excellent hygiene routines are well established. Children can get out in the fresh air daily and benefit greatly from the numerous outdoor planned activities and spacious provision. Regular walks to the farm, park and around the community also contribute to children. This develops exceptionally healthy habits. Children develop excellent physical skills in walking, running, jumping and climbing because they make use of a variety of resources to test and challenge their skills.

Children effectively learn to keep themselves safe. Staff ensure that a range of professionals, such as police officers, regularly attend the club and discuss issues, such as road safety and stranger danger with children. Children also conduct their own risk assessments and regularly practise fire drills, which also contributes to their developing awareness of being safe. Children demonstrate that they feel safe as they confidently explore the environment, select their own resources and form warm and trusting relationships with staff.

Children are well behaved because the staff offer clear explanations and are good role models. Overall, children make good progress in the setting, enjoy themselves and are well prepared for life outside school and their futures.

## 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	1

### 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	1
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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