

# The Valley Kids Club

Whickham Parochial Primary School, Broadway, Whickham, NEWCASTLE UPON TYNE, NE16 5QW

## Inspection date

28/09/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The out of school staff have very good relationships with teachers within school, which enables them to share what they know about the children and provide continuity for them. This means their development needs are met well.
- The manager is capable and confident and receives good support from the area manager and director who carry out regular monitoring of the provision.
- Children are happy and settle quickly, which is due to the welcoming environment and friendly approach by staff.
- There is a good rapport with parents with good two-way communication systems to ensure that children's individual needs are known and met.

### It is not yet outstanding because

- Currently there is a limited range of role play and free and found materials for children to access so that they can use their imaginations and express their ideas.
- Children are not always encouraged to wash their hands before eating their snacks.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector was in the setting from 2.45pm until 6.15pm, spoke to the manager, director, staff member, children and parents.
- The inspector looked at the notice boards, children's learning journey's, planning and checked a sample of the documents.
- The inspector observed activities in the main room and the outdoor area.

## Inspector

Shirley Peart

## Full Report

### Information about the setting

The Valley Kids Club was registered in April 2012. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group operates from a room and hall within Whickham Parochial school, which is situated in a residential area in the village of Whickham, Newcastle upon Tyne. It is one of three settings owned by a limited company. The out of school serves children who attend the school. There are enclosed areas in the school grounds available for outdoor play.

The out of school opens Monday to Friday term time only. Sessions are from 7.45am until

9am and 3.15pm until 6pm, children are able to attend for a variety of sessions. There are currently nine children attending who are within the Early Years Foundation Stage. There are also 23 children in the older age range. The out of school can support children with special educational needs and/or disabilities and children who speak English as an additional language.

The out of school employs two members of child care staff. The manager holds a degree in Playwork and the second staff member holds a level 2 and is working towards her level 3 early years qualification.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- provide further stimulus, materials and natural/real items for role play so that children are able to use their imaginations, develop their projects and carry out their thoughts and ideas
- promote children's health awareness further by encouraging them to wash their hands before eating snacks.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather some 'all about me' information on the registration forms, which includes details such as family, favourite toys, what the child can do and activities, which help staff to establish children's interests. As most of the early years children have recently started in the group the staff are currently allowing them some settling in time. However, they establish quite quickly what the children enjoy and how confident they are within the group to help them plan effectively. All of the children attend school through the day, therefore the manager is aware that activities need to compliment what they do there. Staff have good communication with the reception class teacher and regularly share what they know about the children and find out what topics they are covering. They also discuss each individual child to establish where they are doing well and what skills they may require further help with, such as using scissors or writing their name so that simple targets are set. Information from parents also contributes to this process. A good tracking system is used with colour coded information, which is added to planning and helps staff identify any gaps in children's learning and progress. Staff are well aware of how to meet the individual needs of young children; for example, reception class children are always collected first from their classroom to ensure that they do not become anxious or think they may have been forgotten.

A good mix of child-initiated and planned activities is provided. Although children have not been attending long they enter the group confidently and eagerly approach the activities and toys that interest them; for example, they sit on the floor with construction items and talk about what they are making. They follow through their ideas throughout the session as they finish their 'helicopter' and 'truck' and ask staff to keep it on the shelf for the next time they attend. They explain how their helicopter works by demonstrating how they turn the wheels to make it go, excitedly stating that 'it can fly and it can drive like this.' Staff are effectively involved in what the children do and extend their learning well; for example when staff join in with this construction play children ask questions and make statements; they ask staff if they want one of their trucks, they talk about where things go and figure out how they will get small bricks to stay in the back of the truck. They persevere for a long time concentrating on what they do and use their imaginations well as they say that their truck is going to 'land on the moon' and tip the 'food' out. Staff extend children's learning through play very well; for example when children start to spontaneously count the bricks randomly and not in order, staff help children to count correctly and in context. Termly meetings with children to talk about what they enjoy and what they would like to do is fed into the planning. Staff then devise diagrams with ideas, which also incorporate ideas from parents. This shows that planning is effective in helping children to learn and sustain their interests and that children and parents play an active part in the life of the setting.

### **The contribution of the early years provision to the well-being of children**

The key worker system works well as there are only two key staff working in this small, friendly group and the children are generally linked to the person that they naturally bond with. All children settle in quickly and happily choose what they would like to do. Initially staff spend time playing with the children and chatting to them to find out what they enjoy. They begin to make some assessment of this during the first few weeks that children attend. This ensures that children form comfortable relationships, which helps them feel safe and secure. Children learn about safety through fun events, such as a fire brigade visit; lovely photographs in the children's scrap book regarding activities they have carried out shows them trying on firefighter hats and jackets and taking part in other fun activities. A planned visit from the local 'lollipop man' to discuss the importance of road safety, also helps children to learn about keeping safe while out and about.

Children receive substantial food, such as cold snacks of breadsticks and dips and a cooked tea. Children routinely wash their hands before sitting down together before tea, but this practice was overlooked before their snack, which does not fully promote their health awareness. The children help themselves to drinks and staff ensure that fresh water and drinking cups are taken outside to ensure that they remain well hydrated when taking part in physical activity. Children's behaviour is good as they are fully engrossed in what they do. They love to be outside in the fresh air and eagerly throw hoops and catch them confidently on their feet as they run, demonstrating good skills in their physical development. They throw balls or bean bags, use bats competently, run around and manoeuvre through stepping stones. Although the space within the room is limited staff make best use of this; for example, there are different areas so that children make

independent choices such as a writing/homework table, creative table, computer area and a comfortable reading/chill out space. There is also space on the floor used for children to play with construction items or physical games, such as skittles. Currently there is a limited range of role play and free and found materials for children to access so that they can use their imaginations and express their ideas freely. However, staff do plan for this; for example a previous 'airport' role play area was set up, which supports children's creativity appropriately.

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

The group is one of three settings that operate under the same provider; therefore, the staff working within it receive plenty of support from the area manager and director. Regular monthly audits and unannounced spot checks by the area manager or the director ensure that the group and staff are closely monitored. This covers everything to do with the practice in the setting, such as children's well-being, safety issues, staff performance, training needs and where possible, discussions with parents and the head teacher to check that everything is working well within the group. A training matrix is in place which will flag up any training that is due to be renewed and staff are also able to discuss any training needs at any time. The organisation has a strong commitment to helping staff develop as all staff follow a training programme to ensure they reach at least a level 3 qualification in childcare. The managers have completed a self-evaluation, which is a true reflection of where they are at. The staff constantly review activities and take on board children's written suggestions which they place into the suggestion box. Their comments are added to the scrap book; staff, along with children's ideas, submit a 'wish list' every month to request what they would like to see or happen within the group. This shows good capacity to improve further. The manager is clear about her role and responsibilities in child protection matters. She is supported well by the area manager and director should she need to seek advice or make a referral. The complaints process for parents is also prominently displayed along with the Ofsted information poster should parents have a concern or wish to make a complaint. Clear policies and procedures, risk assessments and documentation underpin practice very well and help to keep children safe.

The notice board ensures that parents are well informed and initial discussions with parents ensure that a two-way flow of information is exchanged effectively. They are welcomed into the group by friendly staff and have informal discussions about what their children have been doing and how they are settling in. Staff find out about any preferences and children bring in any favourite things from home. The current theme of 'our family tree' which the children chose, enables children and parents to share their culture and home background information effectively as they bring in photographs and other important items to share for the display. A good three-way partnership between parents, reception class teacher, other staff and out of school staff ensure that information is exchanged effectively; for example when some children expressed preferences of food choice, as they were receiving the same food at lunch time and at tea time, the menu was changed; therefore, children have their say and this is taken into account very well. The school also ask reception class children to bring in a box of favourite items from home, which is shared with the out of school staff and helps to identify children's individual likes

and interests. Parents are pleased with how their children are settling in and indicate that they enjoy coming.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY443565
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	789340
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Team Valley Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01914915050

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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