

Cherry Kid's Club

Bewick Bridge Community Primary School, Fulbourn Old Drift, CAMBRIDGE, Cambridgeshire, CB1 9ND

Inspection date	28/11/2012
Previous inspection date	09/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children clearly have warm and affectionate relationships with staff and enjoy their company. As a result, they are settled, secure and confident.
- Strong partnerships with parents and carers enable the club to effectively meet children's individual needs. Staff ensure parents and carers are well informed about their children's activities, so that they are successfully involved in their children's learning and development.
- Children show they manage their own behaviour very well and understand what is expected of them. They are ably supported by skilled staff who involve children in making decisions about the club rules and boundaries. This leads to harmonious and caring relationships across all the age groups.
- Arrangements for safeguarding children are robust and effective. Secure recruitment procedures ensure the suitability of adults working with the children and consequently, children play safely.

It is not yet outstanding because

- Meal and snack times are not used effectively enough to help children extend their independence and enhance their ability to make healthy choices.
- There is scope to further develop the information shared with feeder schools about young children's achievements, in order to ensure that activities complement and support children's learning and development in school.

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 spoke with the manager and the nominated person at appropriate times during the inspection.
- The inspector observed the children's activities in the group rooms and the school hall.
- The inspector reviewed a range of documentation, including the club's self-evaluation and policies and procedures.
- The inspector spoke with a number of parents to find out what their views were on the quality of the provision.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Cherry Kid's Club is managed by a voluntary management committee, made up of parents of children at the club. It opened in 1993 and operates from rooms and the school hall within the Bewick Bridge Community Primary School in Cherry Hinton, Cambridge,

Cambridgeshire. All children have access to an enclosed outdoor play area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club is open five days a week from 3pm until 6pm during school term times. A holiday club runs during all half-term breaks, from 8am until 6pm. The club caters for children aged between four and 11 years of age. There are currently 88 children on roll; six of these are in the early years age range. The club currently supports a small number of children with special educational needs and/or disabilities. The club employs 11 staff, most of whom work on a part-time basis. Four of these hold qualifications at level 3 and three hold a qualification at level 2. Four staff are working towards a level 3. The staff's role includes escorting children from the other feeder schools.

What the setting needs to do to improve further

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

- enhance children's ability to make healthy choices and develop their independence by involving them in preparing and serving their own meals and snacks every day
- extend further, the two-way partnerships with feeder schools, to enhance the club's ability to complement individual children's learning experiences.

Inspection judgements

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

Children participate in a varied range of activities that enable them to make good progress in their learning and development. Staff involve children in the planning and encourage them to suggest ideas for future activities, which means children have good opportunities to express their preferences. Consequently, activities are stimulating and interesting to them. Children understand that not all of the resources are available to them, and confidently make their requests to staff for additional equipment, to extend their play.

Books are readily available and it is good to see young children lying on comfortable rugs and cushions to look through them. Staff support children's reading well and sit with them to share a favourite story. Children are confident communicators and enthusiastically have discussions with others about their activities and interests. For example, some older children gather together to play with a new bowling game; they work out where to set the game up and involve an adult to help decide who goes first.

Children play with small and large construction toys and show they build and design with confidence. They experiment with torches in the darkness of the school hall and play with electronic equipment, which promotes their understanding of technology well. Younger children enjoy interacting with each other and chasing each other with toys cars, having fun and taking acceptable risks. Staff have a good knowledge of when to intervene in children's play to enhance their learning as, for example, they make suggestions about other materials for drawing and collage. Writing materials are effectively deployed to encourage children to make marks; one young child draws shapes with concentration and colours them in. When she is finished she is proud of her efforts and takes it to an adult to have displayed on the 'art gallery' wall.

Staff ensure parents are well informed about children's learning and development by completing regular assessments. Daily conversation with their children's key person means they are kept up-to-date with their interests and achievements.

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

Children have strong and affectionate relationships with staff. They engage with them readily and involve them in their play, for example, as they play board games together. Staff are warm and friendly with the children and show they enjoy their company, which promotes children's self-esteem well. Children discuss and agree the rules to be followed in the club, to ensure everyone has consistent expectations. They manage their own behaviour well and understand the need to consider others. For example, older children move their boisterous game away from where younger children are playing. When new children start older children help them to settle in and introduce them to the activities. All younger children are allocated a key person who is responsible for building their trust and developing secure emotional links. Consequently, relationships are secure at all levels.

Children are free to play outside when they choose and enjoy physical activities, such as ball games. Other children wrap up warmly so they can sit in a quiet corner to chat to each other. Staff promote active play positively and provide a broad range of resources in the school hall, such as hoops, balance beams and skipping ropes. All this contributes well to children's good health. Snacks offered to children are appropriately healthy, such as fruit, vegetables and sandwiches, but children have their food served to them by an adult. Therefore, they have limited opportunities to be independent and learn to make healthy choices. However, snack time is a pleasant and sociable occasion with children sitting together and chattering about their day. Children show they feel safe in the setting due to the trusting relationships with staff. Most learn about road safety through practical experience, as they walk from their schools to the club. Staff help children practise the fire drill and they listen to the school fire alarm so they can recognise if there is a real emergency.

The club understands the importance of liaising effectively with the feeder schools and relationships with them are good. Staff make assessments of children's learning experiences and regularly pass these on to the class teachers. The club is less successful

at encouraging the schools to reciprocate with relevant information about children's individual learning experiences. This affects the ability of the staff to fully ensure consistency and provide activities that complement children's achievements in school. For children with special educational needs and/or disabilities, there are secure arrangements in place to share information, and therefore, ensure that children's additional needs are properly met. There are well-established partnerships with the local pre-schools, enabling children to move from there into this club, with confidence.

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

Staff have a good understanding of safeguarding and regularly attend training to update their knowledge. Child protection is reviewed and discussed at team meetings to ensure everyone has a secure understanding of the procedures to be followed in the event of any concerns. As a result, children's safety is assured. Arrangements for staff recruitment are robust and effective, ensuring staff are suitable to work with children and have a clear knowledge of their responsibilities. The club runs smoothly because staff work well together and have a good understanding of their roles. The management team encourage and support staff's professional development, enabling them to develop their skills and qualifications. Consequently, the provision is strong and supports children's learning well.

There are very good partnerships with parents that contribute well to the club's ability to provide effective support and meet each child's individual needs. Parents are very positive about the staff and praise them for their warm and friendly attitudes. They say their children thoroughly enjoy their time in the club, and sometimes do not want to go home. New parents are invited to visit and introduce their children into the club over a period of time. They receive an informative handbook, written by the children, which helps them learn about the club before their children start.

Staff show good all-round understanding of the strengths of the provision and work hard to address any areas for development. They encourage children to contribute their ideas to inform self-evaluation. For example, children have asked to improve the outdoor equipment and now eagerly await its arrival. An effective action plan is being steadily worked through, to ensure the club continues to offer good quality provision for all children. Recommendations made at the last inspection have been successfully met.

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

Unique reference number	221644
Local authority	Cambridgeshire
Inspection number	876359

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	56
Number of children on roll	88
Name of provider	Cherry Kids Club
Date of previous inspection	09/10/2008
Telephone number	07778 300323

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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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