

# Cadley Kids Club

Cadley Causeway, Fulwood, Preston, Lancashire, PR2 3QT

## Inspection date

22/11/2012

Previous inspection date

20/09/2011

## 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 feel safe and secure and enjoy their time in a friendly, stimulating environment. They make good progress in their learning, and the provision successfully complements children's school experiences.
- Partnerships with parents are effective and make a good contribution to meeting all children's needs.
- Children form positive relationships with adults and their peers. They are praised and encouraged and respond positively to guidance from staff.
- The effective implementation of the welfare requirements means that children's safety and welfare is promoted consistently.

### It is not yet outstanding because

- Systems for performance management are not yet fully embedded to ensure staff benefit from an effective programme of professional development that will consistently improve their knowledge, understanding and practice.
- The self-evaluation of practice is not yet rigorous enough because it is not used to set challenging targets for future improvement.

## 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 observed activities in the main school hall.
- The inspector spoke with the manager and staff at appropriate times during the inspection.
- The inspector looked at daily records, policies and procedures and activity planning.
- The inspector also took account of the views of parents spoken to at the inspection.

## Inspector

Wendy Fitton

## Full Report

### Information about the setting

Cadley Kids Club was registered in 1993. It is run at present by a management committee. The group operates from the Cadley and Fulwood Primary School premises in Preston, Lancashire. Children access the main school hall and an information technology suite. Enclosed areas are available for outdoor play.

The group opens for before and after school care, Monday to Friday, term-time only. Sessions are from 7.30am to 8.55am and 3.15pm to 5.30pm. Children attend for a variety

of sessions. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 46 children on roll, seven of whom are in the early years age range. The group employs five members of childcare staff and this includes the managers of the breakfast club and the after-school club. All staff hold appropriate early years qualifications at level 2 or level 3. The group works in partnership with the host school.

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

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

- consolidate and extend the arrangements for staff appraisals by sharply focusing on the impact of staff's practice and linking this to a targeted programme of professional development
- establish the use of self-evaluation to specifically target plans for future improvement.

### **Inspection judgements**

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

Staff have a clear knowledge of the seven areas of learning and are working closely with teachers in school to complement children's learning and progress. They provide a good range of activities that capture children's interests and, therefore, support their physical, personal and social development well. Staff know their key children well and help them settle into the group so that they grow in confidence and feel secure. Staff observe what children like to do and respond to their interests using the wide range of information gathered from parents at induction. Activities provided cover the seven areas of learning and support children in making good progress towards the early learning goals.

Children develop their physical skills as they move freely around the environment. They use the pool table to develop their hand and eye coordination; they enjoy the active electronic console and move rhythmically to music and actions. They construct with interlocking shapes and blocks with increasing control. Children wash and dry their own hands and tend to their own self-care needs with support from staff, and develop their independence. They show friendly behaviour and play cooperatively in a group to form good relationships with familiar adults and peers. Older children are sensitive and caring towards younger children and engage them in their games and activities to help them feel

secure. Staff sit at tables and on the floor with groups of children and engage in supporting their play and learning. Staff listen to children and skilfully question them during their activities to improve their learning. They ask open-ended questions to challenge children's thinking, for example when reading stories and in role play. As a result, the quality of teaching is effective, and children are making good progress in their learning. Children develop their self-confidence and can select resources freely from the toys and games that are accessible around the play areas. They respond to positive praise and encouragement from staff, and feel good about themselves.

Children develop their communication and language skills well as they maintain attention, concentrate and sit quietly when listening to a story or drawing pictures and through their conversations with staff during their play. They explore and create shapes, and use mathematical language to describe them. For example, they create patterns and models with the construction toys, they sieve sand and use small tools and containers to learn about capacity. Children develop their imagination and use their creative skills during role play. They make dens, enjoy imaginative play with materials and blankets, and use role-play furniture, dolls and equipment. They act out their own familiar routines and stories. Children enjoy dressing up in their favourite character costume and play cooperatively with others engaged in the same activity.

Parents are consulted every day through verbal feedback. There is a notice board displayed in the main hall, showing photographs of children playing and information about their learning programmes. Therefore, parents are aware of what is happening during routines and activities. Information is gathered from parents at the start of the placement, and this is used by the staff team to plan for children's activities.

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

Children are well settled and feel secure in their environment. Staff are sensitive to individual children's needs and respond accordingly. Children are secure with the routines and rhythms of the sessions and play confidently in their chosen activity. Staff recognise when children need support during their play and engage in conversations to develop their speech and language. By linking closely with parents, staff know all about children's likes, dislikes and individual welfare needs. Staff support children during their settling-in time with one-to-one care and a nurturing approach. Children make smooth transitions into the club, as a result of the 'buddy' system. Older children spend time with younger children, helping them with new activities and getting to know each other. The effective key-person system ensures that all children are valued and included in all aspects of the group. This enables children to feel safe and form secure attachments with adults. Children enjoy a healthy, balanced diet and all dietary needs are respected and met. They enjoy healthy snacks and regular drinks to support their physical well-being. For example, they make healthy choices from fruit, vegetables and bread products and become independent as they pour their own drinks and make their own decisions about when they need a drink or a snack.

Children learn about safety and taking risks. Staff gently remind them to be careful when

moving around their space and not to swing the pool cue around near others to prevent an injury. Children are secure as they respond to positive praise and encouragement from adults. They learn about expected behaviours through positive reinforcements from adults. Staff encourage self-discipline and discuss any unwanted behaviours at children's individual level of understanding. Children learn to respect and value each other, for example as they help and support new children to the group to settle into the routines.

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

The setting is well organised. Existing policies are currently under review, in line with the revised Early Years Foundation Stage, and those in charge have made a good start in developing a range of management systems to support high quality practice. The group is currently becoming a registered charity, and therefore, the management committee and staff are working hard to ensure that all aspects of the provision are effective. However, some of these are not yet fully established. For example, monitoring and self-evaluation is not yet used to set challenging targets for future improvements. Staff appraisals and supervision do not consistently focus on the impact of staff's practice, in order to identify systematically their future training needs.

Staff understand their responsibilities to meet the requirements of the Early Years Foundation Stage to protect and safeguard children. The arrangements for safeguarding children are sufficient, and the staff are sensitive to any events or changes that may affect their safety. Immediate action is taken to address concerns through child protection agencies and notification to Ofsted. Children's good health and safety is promoted as staff follow clear procedures. The premises are clean, tidy and well maintained through the school's health and safety programme. The equipment and resources are safe and suitable to meet the needs of the children attending. Risk assessments and a record of visitors are in place, and clear booking in and out systems are followed. These ensure that children are safe and protected.

Children's needs are effectively identified through strong partnerships with parents, as well as with other professionals and local authority support networks when requested. Parents are invited to make suggestions about the practices and the organisation of the sessions. Information is gathered from parents at the start of the placement, and is used by the staff to plan children's activities. Parents have access to effective organisational policies and procedures and know how to make a complaint. They state that staff are friendly, caring and attentive, there are lots of activities and that children are happy and enjoy themselves. There are effective links with the teaching staff in school to share practice and information about children's learning needs. This ensures that children are supported, and the staff can identify any support needed, so no child is disadvantaged.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	309654
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	818860
<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>	46
<b>Name of provider</b>	The Committee of Cadley Kids Club
<b>Date of previous inspection</b>	20/09/2011
<b>Telephone number</b>	01772 787982

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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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