

Cool Kids Club

Clent Parochial First School, Bromsgrove Road, Clent, STOURBRIDGE, West Midlands, DY9 9QP

Inspection date

13/12/2012

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 enjoy the varied range of activities and experiences on offer to them in the club. This supplements their learning in school and means children make good progress.
- All staff members are good role models and use consistent and clear boundaries for children who understand and follow the rules of the club, which ensures that they all enjoy a harmonious environment.
- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis. This keeps parents well informed about their child's progress and enables parents to share ideas for supporting children's learning further.
- There are appropriate systems in place to identify the strengths and weaknesses of the provision, to enable the setting to move forwards and sustain progress.

It is not yet outstanding because

- There is scope to further enhance systems used to track children's progress so that this information is able to be shared between school, parents and staff.

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 school hall.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector held meetings with the owner of the setting during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Patricia Dawes

Full Report

Information about the setting

Cool Kids Club was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a school in a the village of Clent in Worcestershire and is managed by a private provider. The club serves the local area and is accessible to all children. It operates from a school hall and an adjoining classroom and there is a fully enclosed area available for outdoor play.

The club employs three members of childcare staff. All of these hold appropriate early years qualifications at level 2 and 3. The club opens Monday to Friday term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group.

What the setting needs to do to improve further

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

- enhance existing systems to better monitor and track children progress across the areas of learning.

Inspection judgements

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

There is a varied selection of activities, experiences and opportunities that support children's progress, capture their interest and hold their attention. For example, children's art and design skills are supported as they choose to spend time at the craft table where they design and create their own Christmas cards. Displays of children's work and photographs of them enjoying activities, provide opportunities for children to recall events and promotes self-esteem. Younger children enjoy exploring different toys and playing with older children to improve their social skills. Children are able to relax in the comfortable book area where they take part in conversation with the staff and their peers or spend time looking at books. These activities support children's communication skills.

The environment is organised well to enable children to explore and investigate. Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to balance and count. They have fun racing dinosaurs along a track and they spend long periods of time engaged in imaginative play with small world resources. Children take part in cooking activities, choosing to make a large mince pie to share rather than individual ones.

Staff members join children in their play and foster children's language development through conversations. They observe children and make notes to include in children's learning journals. However, there is scope to further enhance systems to track children's progress so that this information can be shared between staff, parents and the school to further support children's learning. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Staff actively engage parents to share children's prior skills, knowledge and understanding

through the use of an 'all about me' sheet. Parents have opportunities to be involved in their children's learning and development. They speak to a key person when they drop off or collect their children. Information about their children's learning and development is available for them to see in the photographs displayed on the wall. Staff use communication books which cover some things that their children have done during the day both at school and at the group. As a result, children benefit from continuity and consistency in their learning to support them to make the transition between home, school and the club.

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

Children tell their parents and visitors that they enjoy attending the club. They are happy to stay and play when they arrive and they enjoy positive relationships with staff members and other children attending the club. They are effectively supported to manage their feelings and behaviour. All staff members are positive role models and take time to praise children when they show kindness to others, for example, when they include others by sharing and taking turns. As a result, children enjoy a very pleasant environment, which supports their well-being and enjoyment of all activities. All toys and play equipment are maintained by staff who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. Children are also able to successfully manage their own behaviour. They play cooperatively in groups and are becoming increasingly independent.

Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy sociable meal times and choose and enjoy eating freshly prepared food, which promotes healthy eating. There are good opportunities for children to become active. For example, children have access to the school's outdoor area and equipment and they take part in indoor activities in the hall when it becomes too dark or too wet to play outdoors. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as, road and fire safety. A good range of activities are planned to support children to learn about their community and the wider world. For example, children take part in activities to celebrate Diwali, making cards and Diva lamps. They are currently focusing on Christmas.

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

The registered person demonstrates a good commitment to improving the service through accessing training, for example, attending courses to support children's communication, such as sign language. Self-monitoring is used effectively to ensure all welfare requirements are met. As a result, staff's knowledge of the safeguarding and welfare requirements is strong and children's safety is well promoted. Robust recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and well-motivated. All aspects of the environment, both indoors and outdoors, are subject to thorough risk assessments. This ensures children learn in a safe environment without

restricting their development.

A wide range of policies are in place and shared with parents. The setting has positive relationships with parents who speak highly of the service, the range of activities and children's eagerness to spend time at the setting. The setting also has positive relationships with the host school, which enables them to use a range of high quality equipment to enhance children's play experiences.

The registered person has a clear process to evaluate the provision. A 'reflective journal' identifies the strengths of the club and specific areas for improvement. This information is used to write a clear development plan for future improvements. She is able to describe how she hopes that specific changes might improve outcomes for children. Any changes made are done so with children's individual needs in mind, therefore the group's capacity to improve is positive.

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	EY318139
Local authority	Worcestershire
Inspection number	878043
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	30
Name of provider	Denise Ruth Shaw
Date of previous inspection	09/10/2008
Telephone number	01562 730 668

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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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