

The Valley Kids Club

Clover Hill Community Primary School, Glenhurst Drive, Whickham, Newcastle upon Tyne, Tyne and Wear, NE16 5SJ

Inspection date	09/01/2013
Previous inspection date	19/10/2011

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

- Partnerships with Clover Hill Primary School are well established. Children make good progress as activities and opportunities offered at the out of school club complement their learning in school.
- Planning is based on children's interests, which effectively promotes their learning and development.
- Children have access to a wide range of facilities, toys and equipment, which keeps them motivated and meets their individual needs.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.

It is not yet outstanding because

- Self-evaluation does not yet fully incorporate the views of parents. This means that they do not take an active part in decision making in the out of school club.

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 practice in the out of school club room and the outdoor area.
- The inspector took account of views of parents spoken to on the day.
- The inspector carried out an interview with the manager and looked at a range of documentation.

Inspector

Nicola Jones

Full Report

Information about the setting

The Valley Kids Club was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Clover Hill Primary School and is situated in the Whickham area of Gateshead. It is managed by Team Valley Nursery Ltd. Children attend from the host school only. There is a fully enclosed area available for outdoor play.

The out of school club employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager holds a level 4 qualification.

The club opens Monday to Friday, term time only. Sessions are from 7.45am to 8.55am and 3.15pm to 6pm. There are currently eight 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:

- extend and explore further ways of gaining parents' views, so they can be incorporated into the self-evaluation to further assist in identifying areas for further improvement to strive towards excellence.

Inspection judgements

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

Children thoroughly enjoy the time, which they spend at the out of school club. They are happy to be collected by staff from their classrooms and information is shared about activities, which they have enjoyed throughout their day at school. Children make independent choices as they enjoy choose from a wide range of facilities, toys and resources and have regular access to the school computer suite, library and outdoor area. Staff provide activities and experiences, covering all areas of learning. As a result, children are interested and motivated to learn and individual needs are well met. Children develop reading skills as they sit alongside staff and older members of the club and listen to stories. They ask questions to assess understanding and extend their language skills when they talk about the story. Mathematical skills are extended when children recognise larger numbers printed on balls and staff enhance skills further through oral counting. Children thoroughly enjoy the time, which they spend outdoors playing games, such as rounders. This promotes their physical health and well-being. Staff and older children support a younger member of the group to take part and praise their efforts, which raises their self-esteem and confidence.

Children's learning and development needs are well met as effective planning and assessment systems are in place. Children have individual files with observations, photographs and samples of their work. This information is linked to the Statutory Framework for the Early Years Foundation Stage and identifies next steps in learning. Excellent partnerships are in place with Clover Hill Primary School and regular meetings take place to ensure learning in the out of school club complements children's learning at school. For example, children have targets set by the class teacher to highlight individual strengths and weaknesses. This information is used to inform planning to ensure staff have high expectations of all children based on accurate assessments of their prior skills,

knowledge and understanding on entry to the club. This ensures that continuity is maintained and children's learning and development and welfare needs are addressed well.

The key person system supports engagement with parents. Information is shared about children's progress and how they can be supported at home to enhance their developing skills.

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

Children develop warm relationships with staff and their key person in the out of school club. This enables them to form secure attachments, which promotes their well-being and independence and supports smooth transitions between settings. They are always happy to attend and parents talk about how disappointed their children are if they are picked up earlier than expected. They enjoy cuddling up on the sofa to read stories with the older children and sit alongside them during meal times. Children behave well both indoors and outside and respond appropriately to instructions. They are well mannered and polite. They demonstrate this when they hold doors open for staff and say 'please' and 'thank you' throughout the session. This is because staff are good role models, they are deployed well and provide clear guidance for children about what is acceptable behaviour. Relationships are strong at all levels and children are learning to respect each other. There is a stimulating, well-resourced and welcoming environment to support children's all round development and emotional well-being. This provides a range of experiences that develop children's growing independence and cooperation.

Staff have a good understanding of and give a high priority to the safety of children. Registers are taken before going outdoors and upon return to the room to ensure that children are safeguarded at all times. Children are helped to develop an understanding of the need for physical exercise and why it is important to have a healthy diet. They have free access to a snack table during the first part of the session where they enjoy a range of healthy foods and drink milk and water. Meals provided are healthy, balanced and nutritious and children develop independence as they serve their own food and pour drinks. Independent skills are further enhanced when children put on their own coats and place reflective bibs over their clothing when they are playing games outdoors.

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

The manager and her staff team have good knowledge of the seven areas of learning and promote this well. There is a good overview of the curriculum to ensure that children are provided with experiences and opportunities, which help them to make progress to the early learning goals. Planning and assessment is given high priority and the manager and staff receive additional support from the management team at Team Valley Nursery Ltd. Systems in place ensure that all documentation is consistent, precise and displays an accurate understanding of children's skills, abilities and progress. Information from staff at the school significantly enhances this system further.

Children are safeguarded well as the manager has effective policies and procedures in place to meet the safeguarding and welfare requirements. An effective appraisal system and regular informal supervision is in place to ensure that all staff understand their roles and responsibilities. Staff training needs are identified through this process and there is a 'matrix' developed by the provider, which clearly shows when training is due for renewal. As a result, the interests of children are promoted as staff are provided with support, coaching and training. Children in the early years age group are looked after and collected by staff, who have paediatric first aid qualifications. Effective systems are in place to ensure that all staff working with children are suitable to do so.

There are clear systems in place for self-evaluation and both the manager and provider are motivated to seek further improvement. Areas of development are identified and take into account the views of staff and children. However, the views of parents are not incorporated and as a result, they do not take an active part in the development of successful improvement plans that support children's achievements over time. Questionnaires have been used in the past and although, there is a comments box, very few parents have taken the opportunity to share their views. Children take an active part in improving the service provided to them. There is a child representative in the club, who listens to ideas from other children and takes them forward to the manager.

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	EY331438
Local authority	Gateshead
Inspection number	820568
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	49
Name of provider	Team Valley Nursery Limited
Date of previous inspection	19/10/2011
Telephone number	0191 491 5050

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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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