

# Kids Club Cabin

North Ferriby C of E School Grounds, Church Road, North Ferriby, North Humberside, HU14 3BZ

## Inspection date

06/11/2012

Previous inspection date

27/05/2010

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider does not ensure the correct number of qualified staff are present when young children at the club, which results in children's needs not being adequately met.
- The club has yet to implement a key person system to ensure that every young child's care and learning is tailored to meet their individual needs and to maintain a positive relationship with parents and/or carers to guide children's development further.
- Sharing further information of children's development and learning is not established to secure continuity of experiences for the children between the settings, therefore the club is not providing a regular two-way flow of information with parents and/or carers, and between providers.

### It has the following strengths

- Children communicate well and initiate their own play ideas and work together negotiating and forming positive relationships because they have confidence in each other and in their own abilities.
- The club uses the school collection time well; staff keep children safe by implementing suitable safety measures, including reinforcing road safety.
- Children and parents give positive feedback about the club and are pleased with the activities on offer.

## 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 the collection routine from the local school as well as snack time and activities in both rooms of the club.
- The inspector looked at evidence of the suitability of staff working at the club and a selection of policies and risk assessments.
- The inspector held meetings with the manager and the nominated person of the committee.
- The inspector also took into account the views of parents and children spoken to on the day.

### Inspector

Caroline Stott

## Full Report

### Information about the setting

Kids Club Cabin is run by a voluntary management committee. It opened in 1996 and operates from a self-contained building in the grounds of North Ferriby Church of England Primary School in North Humberside. The club uses two rooms and has access to a secure outdoor play area, which is part of the school grounds. The club is registered on the Early

Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are 71 children presently on roll and 15 of these are in the early years age group.

The club is open to all children and provides before and after school sessions from 7.45am to 9am and 3.30pm to 6pm, during term time, on Mondays to Fridays, and offers care for children aged between four and a half and 12 years. Children attend a variety of sessions each week. The holiday club operates from 7.45am to 6pm, on Mondays to Fridays, during school holidays. Children attending a full day session take a packed lunch.

The club employs five staff, the coordinator and deputy hold level 3 qualifications in childcare. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club receives support from the local authority and is a member of the 4Children Network.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure at least one member of staff working with the children holds a full and relevant level 3 qualification and at least half of all other staff working with the children hold a full and relevant level 2 qualification
- ensure children's individual needs are met by assigning each child a key person to help them become familiar with the setting when they first attend, to tailor activities to meet their individual learning needs, and to liaise with their parents and other settings
- improve the provision of planned, purposeful play by using staff inductions and appraisals to identify staff training needs and securing opportunities for continued professional development.

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

- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

### **Inspection judgements**

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

Staff have a basic understanding of the learning and development requirements of the Early Years Foundation Stage, but do not fully complement children's learning and development at school and at home. The staff provide a range of activities to support children's interest appropriately. However, these activities do not cover the seven areas of learning to support and challenge children, resulting in some children lacking enthusiasm for learning. Staff have a poor understanding of the prime and specific areas of learning, which means practice does not ensure each child's individual needs are met.

The club enables children to develop friendships and work and talk cooperatively. The rooms are suitably organised, and children choose what they do and who they play with. Children negotiate roles and incorporate one another's ideas, organising their play together, acknowledging club boundaries and expectations. For example, children constructed an enclosure for their vehicles; working together, they took account of one another's ideas and views, organising their activity and gaining additional resources together, confidently discussing their plans. This activity also involved mathematical understanding and space awareness, requiring children to match and solve problems appropriately. However, staff do not plan and match activities, or observe and assess children's progress to identify their present stage and next stages of learning. Therefore, staff do not respond to individual children's emerging needs, complementing their learning from school and guiding their development through adult-led and child-initiated activities.

The writing and creativity table is freely accessible with resources, such as clip boards, pens, crayons, chalks and pencils, scissors and glue. This promotes a creative atmosphere, providing children with the opportunity to explore and experiment using a variety of media and materials. Literacy skills are encouraged with resources, such as labelling and signs, throughout the building and out of doors. However, staff are unaware of children's starting points in their learning and development, consequently staff have little understanding of children's achievements and are unable to shape learning experiences to fully support children's progress. Children's behaviour is good as they enter the club and greet staff, friends and visitors. They move freely around the rooms and engage in play together. Staff talk suitably with children, which encourages their language and listening skills. The 'autumn wish tree' embraces children's wishes and ideas, valuing their input, their interests and feelings.

Photographs show how children have enjoyed the summer holiday events at the club, such as a visit to a farm and a windmill. Children display pleasure when showing their pavement art and join in with a fundraising catwalk show. Children occupy themselves in role play, calling to their friends as they use the shop, pretending to operate the keyboard, play till and play mobile phones. This demonstrates that children know how to use technology for particular purposes. Partnership with parents is mainly positive. Newsletters, surveys, the informative website and e-mail facilities, offer regular two-way communication facilities.

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

The club uses initial visits to enable parents to discuss young children's needs and interests with the staff. The staff have suitable relationships with the children and parents. However, the club has yet to implement a key person system to ensure that every young child's care and learning is tailored to meet their individual needs. This is a breach of a legal requirement of the Early Years Foundation Stage. Consequently, care and learning practices are variable, providing inconsistent support for children and parents and carers.

A weekly menu displays the wide variety and choices available to children, offering them a healthy snack selection. This promotes an understanding of the importance of a healthy diet. The social experience of snack time offers children the opportunity to engage in communication and listen to staff as they discuss what activities are on offer through the session. Children bring a packed lunch for holiday periods and relish making pizzas and cakes, to taste or take home. Photographs show how children enjoy many activities in the extensive school grounds. Children and parents speak highly of the basketball coaching sessions, which enable children to learn this sport and appreciate physical exercise.

Children are collected in a well-organised way from the school grounds by all the staff. They use high high-visibility jackets, which enables staff to be aware of where the children are at all times. Staff monitor the children regularly initiating head counts and instructing children into paired lines to cross the road and the school grounds on their way to the club. This shows that staff are vigilant at all times and alert to children's safety and well-being. The club has incorporated road safety into children's routines and topics, a wall display demonstrates this well and children comment that they have learnt about road safety.

Staff encourage children to think about others through including all children in play and games. Children talk positively about the club and say what they like about it, visiting the farm and having the fire-engine visit are high on their lists. Children also enjoy visits from the police and guide dogs for the blind. Photographs demonstrate how children have been able to enter vehicles such as the fire engine and talk to these important members of the local community. This enables children to form positive relationships with these representatives of their local environment, gaining knowledge of their world.

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

The provider does not ensure the correct number of qualified staff are present when young children are at the club to ensure children are adequately supervised by relevant childcare qualified staff. This is a breach of a legal requirement of the Early Years Foundation Stage and of the compulsory part of the Childcare Register. Staff update aspects of their training to enable them to meet children's welfare needs, such as by completing first aid and food hygiene courses, and they also attend other local authority training. However, opportunities to identify training needs through induction procedures and appraisals are not established. Consequently, staff are not supported or provided with the opportunity to improve their knowledge and their practice. This results in poor monitoring of children's progress across the seven areas of learning and development.

The club staff have a reasonable knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage, creating an environment that is welcoming, clean and safe. All staff complete safeguarding training and are aware of the club's safeguarding policy procedures, and they are alert for visitors and parent arrivals. Access is only through ringing the doorbell, maintaining security. Behaviour is managed well by staff and club rules are made clear to the children, who are spoken to individually to ensure they understand the boundaries set and why.

The management committee hold regular meetings to identify some strengths and weaknesses. For example, the building is being improved with a new kitchen to improve the health and care of children and other users of the building. The club collects staff, children and parents' views, using questionnaires and regular meetings. However, this information has yet to be used to enhance the systems for self-assessment to effectively monitor the club, to identify further targets for continuing improvement. Therefore, suggestions and views are not fully embraced and actions taken to tackle areas of weakness have too little impact, to identify the club's priorities and improve the provision and practices. For example, the provider do not identify and prioritise areas for improvement, such as ensuring qualified staff ratios are maintained, establishing a suitable key person system, and complying with the learning and development requirements of the Early Years Foundation Stage.

Partnerships with the school and parents are suitably established, staff drop off and pick up children from the school hall, to ensure their safety. Staff talk with teachers, gathering information about the welfare of children throughout the school day. Although sharing information about children's development and learning is not established. This affects the continuity and coherence of the provision. Parents are not informed about how the Early Years Foundation Stage is delivered and given the opportunity to share in their child's learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Met**

### To meet the requirements of the Childcare Register the provider must:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work, and the manager has a qualification at a minimum of level 3 in a relevant area of work. (Qualifications and training)

## 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>	314686
<b>Local authority</b>	East Riding of Yorkshire

<b>Inspection number</b>	818990
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Kids Club Cabin
<b>Date of previous inspection</b>	27/05/2010
<b>Telephone number</b>	01482 634076

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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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