

# Stokesley Kids Club

Stokesley CP School, 5 Springfield, Stokesley, Middlesbrough, Cleveland, TS9 5EW

## Inspection date

16/01/2013

Previous inspection date

09/07/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children behave well and are kind and considerate to their peers. This is because staff remind children of the rules and boundaries in the setting.
- Staff provide a wide range of well-maintained resources. This means children develop their independence as they happily choose what they would like to play with.
- Staff warmly welcome parents into the setting and keep them informed of what their child has enjoyed during the session. As a result, parents feel involved in the setting and partnerships are positive.

### It is not yet good because

- Children are not assigned a key person to support them to settle into the setting and ensure their individual needs are well met.
- Observations are not consistently rigorous and do not always identify children's interest and ways to support their progress. As a result, activities are not always fully matched to children's needs.
- Staff are not fully aware of the weaknesses of the setting and this impacts on their ability to consistently improve the provision.

## 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 children in the main playroom and the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection process.
- A range of documents were inspected including children's files, planning, staff suitability and children's registration documents.
- The inspector spoke to several parents at the inspection and took their views into account.

## Inspector

Laura Hoyland

## Full Report

### Information about the setting

Stokesley Kids Club was registered in 1997. It is a privately owned and managed and provides out of school care for children in the local area. Care is provided for children in a permanent outdoor building in the grounds of Stokesley County Primary School, Middlesbrough. A fully enclosed outdoor area is available for all children to access. The

setting supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 66 children on roll. Of these, seven are in the early years age range. During term time the setting is open Monday to Friday from 7.30am until 9am and 3pm until 6pm. During the school holidays it is open Monday to Friday from 8am to 6pm. There are currently four members of staff who work directly with children, of whom two are qualified to level 3 and one member is qualified to level 2. The provider of the setting is a qualified teacher.

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

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

- improve the planning of challenging learning experiences by making systematic observations of children's learning and use information about individual needs and interests more effectively to support children's progress towards the early learning goals
- implement a key person system to ensure all children make secure attachments to staff.

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

- implement rigorous and effective systems for self-evaluation that include a clear improvement plan that will drive forward quality and support children's achievements over time.

### **Inspection judgements**

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

Children clearly enjoy their time in the setting and immediately find their friends to share news about their day, developing their both their communication and social skills as they talk together. They choose from a wide selection of resources and independently decide whether to play indoors or outdoors in the snow. They are confident in deciding which environment they would like to play in and are encouraged to choose freely by staff. A number of children enjoy exploring the snow and making snowballs while others enjoy creating drawings and talking about their interests with each other.

Staff have begun to observe children and they have a sound knowledge of how children learn and develop. They provide a range of adult-led and child-initiated activities and listen to children as they tell them about what they have been learning at school. However, activities and learning experiences are not consistently planned to take into account children's interests and individual needs. As a result, children make steady progress in their learning and development at the club.

Children develop their communication skills as they role play being superheroes. They discuss tactics to save the world and discuss the rules of 'hide and seek' which has been altered to include the role of a superhero character. They negotiate the roles they are going to play and clearly discuss the superheroes they are pretending to be. As a result, children are fully engaged in their play. The staff warmly welcome all parents and have created positive relationships with them. Parents are satisfied with the setting and the information they receive, they comment on the friendly staff who make time to speak to them each day. Parents are pleased that their children enjoy attending.

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

Staff are kind and caring, they welcome children as they arrive from school and show a genuine interest in their school day. However, children are not assigned a key person when attending the setting and although they settle well, this compromises some children's ability to make secure attachments to staff, resulting in them playing solitarily rather than being encouraged by staff to integrate with their peers. Children are developing an understanding of how to follow a healthy lifestyle. For example, they independently wash their hands before enjoying a range of healthy snacks and have created a healthy eating display of their favourite healthy foods. Staff provide daily opportunities for children to engage in physical exercise and develop their muscles. For instance, children enjoy running in the outdoor area and climbing on the large snowballs they created the previous day.

Staff support children to become independent and take responsibility for their own self-care needs. For instance, they access the toilet independently and prepare for playing outdoors in the cold weather by putting on their coats, hats and gloves. Children pour their own drinks at snack time and butter their crackers. These opportunities support children to develop skills for the future. Children behave well in the setting. They clearly understand the rules and boundaries that are displayed around the setting. Older children care for the younger children and allow them to join in their games. This means children develop positive social skills and are learning how to respect each other. Children are polite and respectful to staff and their peers. This is because staff are positive role models and regularly praise children's behaviour.

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

Staff have sound knowledge and understanding of how to keep children safe from harm. They are able to discuss the signs and symptoms of abuse and the course of action they would follow if they had any concerns regarding children's welfare. The provider has attended safeguarding training and safer recruitment training. All staff have enhanced Criminal Records Bureau checks and are suitable to work with children. In addition, staff complete daily risk assessments of the premises and suitably minimise all risks to children. This means they are kept safe while attending the setting.

Staff are motivated to continually improve the setting. They regularly seek parent's and children's views through regular questionnaires and there is some evidence of the beneficial impact on children's learning and welfare. However, self-evaluation lacks rigour and as a result, a clear improvement plan that supports children's achievements over time is not in place. Staff attend regular staff meetings and appraisals where they discuss their training needs and seek courses to develop their knowledge and understanding in specific areas.

The manager and staff work well with parents and keep them up-to-date with vital information. They discuss what the children have enjoyed participating in and children regularly take home pictures and models they have made, to share with their parents. However, observation and assessment in the club needs improvement in order to consistently follow children's interests and support their individual needs.

### 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
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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>	EY364270
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	821089
<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>	22
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Jill Amanda McGuire
<b>Date of previous inspection</b>	09/07/2009
<b>Telephone number</b>	01642 864487

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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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