

# GR8 Kids @ Stimpson

Stimpson Avenue Primary School, Stimpson Avenue, NORTHAMPTON, NN1 4LR

<b>Inspection date</b>	28/02/2013
Previous inspection date	19/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 really enjoy attending the club and spending time with their friends in a relaxed atmosphere. The activities on offer are fun and age appropriate.
- Children's behaviour is generally good. They are regularly reminded about consequences of their actions. As a result, they are learning the difference between right from wrong and how to behave.
- Children's good health is protected because snacks provided for children are varied, healthy and nutritious. Staff support children in developing an understanding of the importance of physical exercise and a healthy lifestyle.

### It is not yet good because

- Partnerships with other providers where children attend more than one setting are not fully effective. This hinders the staff's ability to effectively compliment the education they receive from the main provider.
- There is scope to improve opportunities for children to develop their skills in becoming independent at snack time and in preparation for cooking activities.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playroom, the school hall and the outdoor area.
- The inspector spoke with the manager, staff and children at appropriate times throughout the session.
- The inspector took account of the views of parents.
- The inspector looked at a selection of policies, procedures and children's records.

## Inspector

Hayley Lapworth

## Full Report

### Information about the setting

GR8 Kids @ Stimpson out of school club was registered in 2007. The setting is one of a privately owned group of four clubs and operates from within the Stimpson Avenue Primary School premises in Northampton. The club serves children who attend the school. Children have access to the dining hall and the school hall, toilet facilities and an outdoor play area. The club is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. Opening times are Monday to Friday, 8am to 9am and 3.15pm to 6pm, during term-time only. There are currently 55 children on roll aged from three to 11 years. Of these, four are in the early years age group. There are four staff, including the manager, who care for the children. All staff hold appropriate early years qualifications at level 2 and above.

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

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

- establish effective partnership working with the settings in which children spend more time in order to share information about children's learning and development and compliment, build on and support what children learn elsewhere.

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

- extend opportunities for children to develop their skills in independence, particularly when preparing foods for cooking activities, preparing snacks and laying the table.

## Inspection judgements

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

Early years children attending the before and after school provision are aged from four to five years. They are from the school's reception class. Children are provided with satisfactory opportunities to help them make progress across all areas of learning and development. Children's achievements are monitored by their key person in individual learning journals and parents are invited to look at these. Written observations identify what the children can do and their interests. They also identify some areas where they need encouragement to develop further. For example, in areas such as creative development. Staff communicate with parents and share their children's achievements. However, communication between staff and other early years providers is less effective

with regard to sharing information on each child. Consequently, they are not able to fully compliment the education that is delivered by the main provider. Early years children enjoy time in the large open playground. They play alongside and join in with the older children. Children participate in a game of football and ride on push-along scooters which they manoeuvre with skill around obstacles, such as the drain cover.

Children choose from a suitable range of activities in the main play room and the school hall. They explore and experiment with various foods as they make models of igloos. For example, they use sugar cubes as bricks of ice and icing sugar as glue to bond the cubes together. Children are encouraged to create their own igloos or work with a member of staff. At the end of the activity all five models are completely different, representing their individual understanding of what an igloo looks like. Therefore, children are confident in expressing their own ideas.

Older children make models with interconnecting construction toys and confidently talk about what they are doing with their peers. In a quieter area they look at books that provide information on technology and how things work. Early years children are involved in creative activities, such as decorating umbrellas. They use paints and paint brushes to create patterns, stripes and splodges. Staff encourage children to think about what they would like to paint on their umbrellas before they begin and during the activity. This activity also promotes discussion about the weather and when to use an umbrella. For example, children talk about umbrellas protecting us from rain drops and from bright sunshine. Therefore, children are gaining knowledge about the world we live in and enhancing their skills in communicating with others. These activities positively contribute and prepare children as they move up through the school. At times children's independence is encouraged as they are involved in making their own snacks and preparing the tables for creative play. However, on occasion staff do not fully promote their independence and do things for themselves, which hinders children from developing strong self-help skills. For example, staff spread the margarine onto the bread for their sandwiches, serve the food onto their plates and hand out the cutlery. In addition, staff prepare all the ingredients for activities involving food. For example, they pour the icing sugar into a bowl and mix in the water.

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

The atmosphere on arrival is warm and relaxed and children quickly settle into their chosen activity. They arrive very chatty and are keen to find out what snack they will be having at tea time. Children find out by looking at the menu board and they converse with their peers, discussing the snack of the day and other foods they love. Suitable arrangements are in place to promote children's emotional security. Parents are asked to visit with their child before he or she attends the club alone for the first time. The child is introduced to their key person and relationships are gradually developed. Staff are aware of each child's individual care needs because they gather information from their parents and this is included on their admission forms. Children are encouraged to play with other children they are familiar with and make new relationships with other children who attend the club. These developing skills successfully support the early years children and prepare them for transitions as they move up from reception class into year one.

Children's health is protected appropriately because staff regularly encourage the children to play outdoors in the fresh air. They are encouraged to exercise their bodies, through running, riding scooters and playing ball games. Early years children are supported in learning personal-care skills. For example, staff supervise them and remind them about the importance of hygiene and especially hand-washing. Children are supported in gaining a good understanding about foods that are good for them. For example, they participate in cooking activities, such as making sushi and fruit kebabs. They are also discouraged from eating too many sweet foods, such as sugar lumps.

Overall children's behaviour is generally good. This is achieved because staff make the children aware of the boundaries and the consequences of their actions. For example, they explain, 'If you go too fast on the scooters you will fall off or hurt one of the other children'. Therefore, children are learning the difference between right and wrong and how to keep themselves and others safe. Through group games and activities children are learning how to share and take turns. For example, staff explain to them about waiting for a turn and sharing the most popular resources with their friends. Consequently, children enjoy the activities and have equal access to all the resources.

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

Satisfactory systems are in place to meet children's care and learning needs, although, partnerships with other providers are used not used to full effect to promote children's learning. There is suitable capacity for improvement. The staff team are becoming familiar with the revised Statutory Framework for the Early Years Foundation Stage and the educational programmes are sufficiently monitored. In order to ensure children make progress the activities are evaluated and improvements have been made since the last inspection. Actions and recommendations raised at the previous inspection have been sufficiently addressed, which has had a positive impact on the children's learning, behaviour and safety. The manager and staff are beginning to identify the clubs strengths and areas for improvement. For example, they identify their strengths as providing a relaxed environment and activities that are lots of fun.

Suitable arrangements are in place to share information with parents. For example, staff spend time communicating with parents as they collect their children to go home. They discuss the children's overall care and what the children have had to eat. Overall, parents speak positively about the service they receive. They share the 'staff are friendly and very child orientated, that the activities, such as welly wangling are great fun'. They also share that their 'children have lots of opportunities to play outside and burn off energy after being in school all day'.

There are good amounts of open space both inside and outdoors and the resources meet children's different needs appropriately. Children's welfare needs are addressed satisfactorily because requirements for staff to child ratios are continually met. All of the staff working with the children hold an early years qualification and they are encouraged

to attend short courses. Therefore, they can keep their knowledge up-to-date with regard to safeguarding children and administering first aid. The manager has attended safeguarding training within the past year. She makes sure that staff are aware of their responsibilities with regard to protecting children from abuse. A safeguarding policy is accessible to staff and parents and is in line with the local Northamptonshire Safeguarding Children Board procedures. A short synopsis of the clubs policies and procedures are included in the written contracts and master copies of the full policies and procedures are available on request. These include procedures for complaints and lost or uncollected children. Therefore, parents are kept informed. Recruitment and selection procedures ensure all adults working directly with the children complete Disclosure and Barring Service Checks. Therefore, children are safeguarded whilst in the care of the club.

### **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 action. 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>	EY362624
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	821057
<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>	32
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Gr8 Kids Ltd
<b>Date of previous inspection</b>	19/11/2009
<b>Telephone number</b>	07743 700697

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

