

# 'Premier Kidz Club' at St Andrews School

St. Andrews C of E Infant School, Church Lane, Eastern Green, Coventry, CV5 7BX

<b>Inspection date</b>	01/05/2013
Previous inspection date	27/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Strong relationships are in place between staff, children and parents and children's self-esteem and confidence is nurtured through the lovely interaction, praise and encouragement they receive.
- Children enjoy a wide variety of activities both indoors and outdoors. Children confidently choose and initiate their own play with their chosen friends, promoting their independence.
- Parents are pleased with the care they and their children receive. They feel able to approach all staff and discuss any aspect of care and feel staff are kind and helpful. Daily communication enables parents and staff to keep up to date and fully aware of progress and any changes to their care needs. Consequently, children's needs are met effectively.
- Children's behaviour is very good. They understand the importance of being kind and considerate to each other and share and take turns during play. Praise and encouragement from staff ensures children feel secure and included.

### It is not yet outstanding because

- There is scope to provide further opportunities for children to extend their imagination and express themselves using art and music through drama.

## 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 held a meeting with the manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

## Inspector

Tracey Boland

## Full Report

### Information about the setting

Premier Kidz Club was registered in 2008 on the Early Years Register and compulsory and voluntary parts of the Childcare Register and is privately owned. It operates from St. Andrews Primary School in Coventry. Children have use of the main school hall, library, computer suite, outdoor classroom and foundation stage area of the school and there is one enclosed area available for outdoor play.

The club is open from 7.30am until 8.45am and 3.30pm until 6pm during term time and a holiday club operates during school holidays from 8.30am until 6pm. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group.

The club employs seven staff. Of these, three hold appropriate early years qualifications at level 3, two staff have appropriate early years qualifications at level 2 and one is working towards a level 3. The setting receives support from the local authority.

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

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

- provide opportunities for children to extend their imagination while exploring music and art through drama.

## Inspection judgements

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

Children enthusiastically enter the club and immediately share their day with staff. The relationships between staff, children and the school are strong and communication between all three ensure continuity of care. Children chatter excitedly to their friends and staff are very positive role models for the children and listen intently to what the children have to tell them, especially at circle time. This builds their self-esteem and confidence and encourages them to feel valued and included.

Staff use positive strategies to help encourage children's language skills and skilfully ask questions to extend children's thought processes and encourage them to talk about family and home life. For example, children recall their experiences of cooking with their parents and extended family when baking marble cake. They select the utensils needed, weighing and measuring the ingredients and confidently mixing them, sieving the flour and preparing the cake so staff can cook it during the session. Once cooked children enjoy

cutting the cake and taking it to the other children to eat while they play. Consequently, children develop strong bonds with each other.

Children benefit from plenty of fresh air and exercise each day and enjoy the wide variety of activities. Children choose when they wish to play outdoors. They run, climb and explore and use balls, hoops and the large apparatus which build their physical skills. During the inspection children enjoyed racing buckets of water, measuring how far the water travelled to the drain in the centre of the playground. Children are actively involved in creating their own vegetable patch and create their own wind chimes and are developing their own water gauge to enable them to measure rainfall. This environment effectively supports children's development and they are happy, settled and thoroughly enjoy their time at the club.

Children compound their understanding of technology through resources and have access to the computer suite where they use a variety of programmes and games confidently. Children thoroughly enjoy music and movement and they spontaneously join in with known action songs. However, opportunities for children to explore art and drama alongside music through play are not yet included within the planning. Therefore, children are not extending their imagination completely in this area.

Staff seek the views of the children with regard to play and use clear observations of children to assess their learning needs and identify the next steps in their learning. Working in conjunction with the school they complement the learning the children have been involved in throughout the school day. This is working particularly well and staff are committed to continually developing this. Staff keep parents informed of children's progress and planning is displayed so parents are able to see what activities are available.

Children are actively involved in learning about and celebrating a variety of cultural events throughout the year and thoroughly enjoy cooking samosas, sweets and foods from around the world. They discuss cultural similarities and differences and see positive images through play which reflect the wider world and their diverse community. Therefore, they gain a positive view of society and the community they live in.

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

Children are relaxed and confident and lovely relationships have developed between staff and children. Children demonstrate good levels of self-esteem as staff are attentive to all children, welcome their views and opinions and use positive strategies when dealing with behavioural issues. Children understand the need to share, take turns and be kind to their friends and staff encourage them to resolve minor squabbles and disagreements as part of their ongoing development. Children's independence is continually encouraged as they manage their personal care; choose when they wish to have their snack and choose if they want to play indoors or outdoors. The learning environment is very well organised enabling children to choose resources and move between the indoor and outdoor area freely. This encourages their understanding of the importance of fresh air as part of a healthy lifestyle.

Children's individual needs are well known by staff as they spend time talking to parents and children during their initial visits to the club and also to teaching staff at the school which helps support them in the transition between school, home and the club. Children have a secure sense of belonging because they develop strong bonds with their key person. Successful handover systems from school to the club ensure the children's day is discussed and any issues known and passed appropriately to parents.

Children enjoy a good range of nutritious foods for their snack which includes a variety of fruits and vegetables and take account of specific dietary needs and preferences. Snack time is flexible enabling children to choose when they wish to eat, therefore not impacting on their learning or play which enhances the flow of the session. All children learn sensible hygiene routines because staff act as good role models, washing their own hands, and topics relating to aspects of care encourage their understanding further. Staff help children to become aware of their own safety during meaningful activities. For example, a den area made by the children contains areas to make a fire within a controlled activity where children learn the importance of acting sensibly, thinking of others and listening carefully to instructions.

Staff know the children extremely well, demonstrating a secure knowledge of their needs, interests and mannerisms. They work closely with parents and other professionals to ensure any additional or medical needs are known and met. Clear records of accidents are maintained and shared with parents and staff deal with minor incidents swiftly and sensitively. All staff are knowledgeable of children's allergies or food preferences so children's needs are met and respected at all times.

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

All staff demonstrate a good understanding of their role and responsibility with regard to protecting children in their care from abuse and neglect. Therefore, children are kept safe. Robust recruitment systems are in place to ensure that all staff are suitable to care for children. Induction procedures ensure they develop a secure knowledge of their roles and responsibility within the club becoming fully aware of health and safety requirements and all policies and procedures. Detailed written risk assessments identify potential risks to children and the steps taken to minimise them. Staff are well-deployed which ensures that children are kept safe and supervised at all times.

The staff team are motivated and work extremely well as a team. They share ideas and cascade any new information obtained through training to the whole staff team and any changes to practice or legislation are implemented. The manager has an effective system for monitoring practice which ensures the club is always evolving and improving. Professional development of all staff is supported well through the new systems for appraisals and supervisions which enable staff to identify their own strengths and areas they wish to develop further. All staff are well qualified or working towards qualifications in order to continually enhance the service they provide.

Since the last inspection the staff have worked hard to develop effective partnerships with

other early years providers to share information in order to promote children's learning, development and welfare. Links with the school are firmly established and staff are fully aware of the curriculum, extending children's learning through the activities they provide. Partnership working with other professionals and agencies is already established and staff support children's needs to help them make progress. Partnerships with parents are strong and good working relationships have developed which is extremely positive for children as their needs are continually known and met. Parents speak highly of the club and staff, explaining they feel very well informed about their child's day, the activities they involve themselves in and that staff support them very well. Systems for self-evaluation highlight the club's strengths and areas for development. These are identified through discussion and the use of questionnaires which are shared with children and parents. Staff evaluate the information, identifying any areas for development and the information displayed for parents to see so they are fully aware of any changes the staff are making to continually enhance the service provided.

### **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>	EY362721
<b>Local authority</b>	Coventry
<b>Inspection number</b>	873628
<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>	48
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Jessica Catherine McCaffrey
<b>Date of previous inspection</b>	27/03/2009
<b>Telephone number</b>	07795 172 494

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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, 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.

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