

The Valley Kids Club

Newker Primary School, Waldrige Road, CHESTER LE STREET, County Durham, DH2 3AA

Inspection date

Previous inspection date

03/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff know the children very well. They have a secure understanding of children's capabilities and provide a range of activities that they know children enjoy. Planning is firmly based around children's interest. As a result, children are very happy and secure and make good progress in their learning and development.
- Children's individual care needs are met well by the staff, who take great care in getting to know the children who attend. Consequently, children settle quickly and enjoy their time at the setting.
- Children's behaviour is good and they play happily together. This is because the staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the club.
- Partnerships with the host school are well-established and strong. This enables staff to complement and extend the activities children take part in school, so that children's overall learning and development is enhanced.

It is not yet outstanding because

- There is further scope to extend opportunities that build on children's social skills and promote a culture of shared learning.

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 throughout the club in both indoor and outdoor spaces.
- The inspector spoke with the manager, area manager, staff and children at appropriate times throughout the session.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Janet Fairhurst

Full Report

Information about the setting

The Valley Kids Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings owned by a limited company and operates from Newker Primary School in Chester-le-Street. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play. It operates from Monday to Friday during school term times. Sessions are from 7.45am until 8.50am and 2.50pm until 6pm. Holiday club operates from 7.45am to 6pm. There are 27 children on roll, of these five are in the early years age group. The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 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:

- capitalise on the opportunities to further promote children's social skills and encourage children's shared learning. For example, establishing a 'buddy system' especially to support younger children within the club.

Inspection judgements

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

The staff have a good knowledge of the learning and development requirements of the revised Early Years Foundation Stage and understand how to support children's development. They provide a range of experiences and opportunities that capture children's interests and build on their existing knowledge and skills. Consequently, children enjoy attending the club and they are active and enthusiastic learners, who make good progress in their learning and development. Children are observed as they play and staff assess and track their development by using the 'Development Matters in the Early Years Foundation Stage' guidance. All information about children's development is placed in their learning folders. These are fully shared with parents who have ongoing opportunities to discuss their children's progress and changing needs with the key person and staff. Staff use assessment effectively to identify children's next steps in their learning and to plan activities to help them to continue to make good progress. As a result, all children are progressing well and are developing the skills for their future learning.

Children enjoy themselves and have fun. They arrive happily at the club and quickly settle into the daily routine. Staff place a strong emphasis on the importance of extending children's personal, social and emotional development and their communication, language

and physical skills. This supports them very well as they move forward in their learning at school. The children are well occupied with emphasis being given to the club as a time for children's leisure and fun. They show good communication skills and confidently make their needs and ideas known. They talk freely about their day, what they are doing in their play and the resources they plan to use. Staff instigate lots of discussion and ask open-ended questions to encourage children to think and share their thoughts and suggestions. Children have opportunities to make marks as they draw and have regular access to arts and craft materials. For example, one child spent a considerable amount of time drawing buildings, adding detail, such as doors at the side of the house and smoke coming from the chimney. This demonstrates children's confidence to use their own creative imagination. Children's creative development is further promoted through a wide range of experiences, such as painting, role play, using play dough and construction sets.

Children are involved in deciding their games and activities. They can be seen taking the initiative and setting the staff suitable challenges. Staff then enthusiastically join in, such as playing tennis outdoors. Staff support children to practise their literacy skills. For example, children use phonics to sound the letters, and eagerly show their skills at writing and spelling. Children learn about the wider world by talking to staff about the various countries they are going to on holiday, how they are going to get there and what the weather may be like. The provision of laptops and programmable resources means that children develop their skills in technology. In the main, children are developing positive attitudes and an understanding of the needs and feelings of others. However, staff have not fully considered how this could be extended. For example, using this eagerness to foster shared learning with the younger children and those that are new to the club. Children learn about living things, for example, they plant their own daffodils bulbs and carefully nurture them and monitor their growth. Children's physical development is well promoted and encouraged through daily exercise. Good use is made of the facilities within the school environment. They have plenty of opportunities for fresh air with use of the school playing areas whenever the weather allows.

Relationships with parents and the host school, are robust and established. Parents are encouraged to share what they know about their children and this provides staff with a secure understanding of children's starting points when they first join the club. This combined with the detailed information collated from the class teacher ensures that children's continued learning is fully supported.

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

The familiarity of the school setting and the warm and caring relationship the children build with the staff help children feel relaxed and secure in the environment. Prior to starting at the club, the staff collate key information from parents about their child. This allows them to gain a clear knowledge of each child's individual interests, likes and dislikes. This contributes to them knowing the children well and consequently, effectively meeting their individual needs. As children arrive, they chatter animatedly with the friendly and familiar staff, talking about how their day at school has been. They are confident and display good levels of self-esteem. This is achieved because staff show they are

interested, and actively listen and respond to the them. Children choose independently from activities which are well set out or are easily accessible to children. As a result, children move around the setting safely and with confidence.

Staff provide a warm and welcoming, inclusive environment for all the parents, carers, and children attending. They get to know the children well, and as a result they get to know children's interests and preferences. This enables them to meet individual children's needs well and ensure that children get the best from their time within the club. Staff are good role models who have high expectations of children. They talk to children using reassuring tones and are very fair in their approach. This means that children know their boundaries, respect the staff and each other and are well behaved. Children respond to praise given by the staff, for example, when helping to tidy toys away.

Children stay safe because staff pay particular attention to their safety both within the setting and during outdoor play. The premises are secure which means that the children can play in a safe, secure environment. Staff promote children's good health through the consistent routines offered. Children know about hand washing, helping themselves to regular drinks of water. Staff ensure that children enjoy the benefits of being in the fresh air. Various types of equipment to support children's physical development are provided, including climbing and balancing equipment, bats and balls. This enables children to further develop muscle tone and coordination. Minor accidents and injuries are managed effectively as staff hold relevant first aid qualifications and ensure that parents are fully informed of any such incidents. Fire exits are clearly signed and unobstructed and children practise the evacuation drill regularly. Therefore, they learn how to keep themselves safe and to leave quickly and safely.

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

The manager of the setting fully understands her role in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. This includes ensuring that there is a good range of experiences for children to participate in, which complement those accessed in other settings, for instance, in school. Children are safeguarded well, as staff have a secure knowledge and understanding of the child protection procedures. There are robust systems in place for staff recruitment, induction and ongoing appraisal. This ensures that staff's continuing professional development is supported, training opportunities are well chosen and changes in legislation are implemented smoothly. This has a positive impact on children who benefit from a staff team that clearly understand how to implement the Early Years Foundation Stage effectively. Detailed risk assessments are carried out to identify and minimise hazards. Monitoring of staff practice and the educational programmes is effective in ensuring consistency and the development of a stimulating club for the children.

Firm relationships are fostered with parents from the onset as all staff are fully committed to working in partnership. Parents are kept informed about their child's progress. This is achieved through daily discussions and access to children's developmental files as well as

the opportunity to have half termly consultations meeting with their child's key person. Parents comment very positively about the care their children receive and feel reassured that they are kept safe and have fun. Children benefit well from the strong relationship the club has with the host school. This supports them very well as they move between school and the club. The staff and the school share valuable information regarding children's individual interests, learning and development on a regular basis. This provides children with a fully complementary approach to their learning.

Self-evaluation takes the form of a variety of audits which identifies the clubs strengths and areas to improve. The views of staff, parents and children are also used in making adjustments and changes where necessary. This provides a clear, shared approach to how the club develops, improves and plans for the future with the children at the centre of any changes. Overall, leadership and management of the setting is well-organised and demonstrates a good commitment to continuous improvement.

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

Unique reference number	EY458002
Local authority	Durham
Inspection number	896711
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	27
Name of provider	Team Valley Nursery Limited
Date of previous inspection	not applicable
Telephone number	01914915050

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

