

Cherubs Cool Club - Out of School Club

362 St. Albans Road, Bulwell, Nottingham, Nottinghamshire, NG6 9FR

Inspection date	26/04/2013
Previous inspection date	19/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- There is a strong commitment by the management team to improve the out of school provision. This is evidenced through the wider management support systems in place and clear targets contained within the comprehensive action plan.
- Staff have a good understanding of how children learn through play, and support them well in their chosen activities.
- Children have regular opportunities to be physically active in the well-planned and resourced outdoor area.
- School runs are extremely well managed to ensure that children are safely transported between school and the club.
- During holidays children benefit from regular outings which are carefully planned to provide experiences which are broader than those which they are used to.

It is not yet outstanding because

- Sometimes, large group times lack a clear purpose for all children, and the organisation of these sessions sometimes disrupts children's engagement in their own initiated play.
- There is scope to improve information sharing with parents and other providers in order to better support children's interests and achievements.

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 conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector observed staff collecting the children from school.
- The inspector observed children's activities in the main indoor and outdoor play areas.
- The inspector spoke with the manager, staff, children and parents at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of staff suitability and qualifications, and sampled a selection of policies and children's records.

Inspector

Janice Walker

Full Report

Information about the setting

Cherubs Cool Club - Out of School Club is one of a number of settings run by Childcare East Midlands LLP. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, and operates from a two-storey building in the Bulwell area of Nottingham. Children are cared for in five rooms on the ground floor of the premises, which they freely move around. There is also a secure outdoor play area. The setting serves the local and wider communities and provides a drop-off and collection service to and from Our Lady's and Cantrell primary schools.

There are six main staff employed to work at the setting, including the manager. Of these four members of staff hold appropriate early years qualifications at level 3, and two hold level 2. The organisation have a bank of staff who are available to provide support and cover, including a number within the larger Cherubs team who have Early Years Professional Status. The setting is open each weekday during school term times, from 7.30am to 8.45am and 3.30pm to 6pm. During all school holidays, opening times are 7.30am to 6pm. There are currently 16 children on roll who are in the early years age group.

What the setting needs to do to improve further

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

- review large group time sessions so that they are purposeful for all children and are organised to be less disruptive to children's own initiated play
- build upon the already good relationships with parents and other providers to form a wider picture of what children are doing in the other settings they attend, in order to better support their interests and achievements.

Inspection judgements

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

The out of school club provides a richly resourced environment. Children freely move around several rooms, each containing a wide and varied selection of activities. Children participate in planning meetings and choose activities for the following session they will attend, so they have a say in what is provided. The wide range of freely accessible toys provides choices which capture their interest on the day. During school holidays, children not only access the wide selection of activities on site, but also go on regular outings.

These are carefully planned to take account of children's wishes and to provide opportunities for new and less common experiences. For example, there are regular visits to the seaside, and children recently visited caves. For many children, this was a new experience and a hands-on opportunity to explore a different aspect of the natural world. These experiences also greatly build children's self-confidence, along with their motivation to learn and explore.

Key persons undertake regular observations of what children can do and, as a result, they know their key children well. Observations are also used to monitor children's development and ensure that they continue to make good progress. Staff regularly inform parents about what children have been doing in the club, so they are kept up to date about activities their children engage in. However, staff do not regularly seek information about what children are doing at home or in school. This means that they do not have the broadest information from which to plan activities to best support children's interests and achievements.

Children's communication skills are promoted well. All children have opportunities to speak and listen during large group sessions. During child-initiated activities, staff effectively deploy themselves and engage children in conversations as they play. Children confidently chatter with staff and each other as they walk back to the club after being collected from school. They freely access computers and enjoy playing games with staff. Staff's good level of support motivates them to persevere at complex games and to begin to work out which moves are allowed and which are not. Children benefit from regular access to the outdoor area. This space is well planned with separate areas for ball games, climbing equipment and quieter activities. Children are confident on wheeled toys and thoroughly enjoy ball games. Staff's positive interaction, praise and encouragement spur them on to practise running and kicking skills. Indoors, resources such as construction, small world toys and creative activities provide opportunities for children to practise control and coordination. There are quiet areas available should children wish to rest and relax.

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

There are secure arrangements in place to help children settle into the club. Children complete an 'all about me' form at the start of their new care arrangement, which enables staff to support them to settle and to ensure there are activities which they will enjoy. As a result, children develop a strong sense of belonging because staff listen to them, and know and provide what they like. Staff are warm and friendly. They greet children with genuine affection as they meet them at the identified gathering point at school. Children demonstrate their secure attachments as they instantly and happily engage in comfortable conversation. Children play well together as staff support their understanding of turn taking and sharing resources. Older children are encouraged to support those who are younger and less confident and, as a result, children establish positive relationships and friendships within the club.

Staff model good social manners, ensuring that they use 'please' and 'thank you' when interacting with the children. This means that children learn how to be polite when talking to adults and to each other. Children behave well. They have contributed to the rules for

the club and, as a result, are clear about what is acceptable and what is not. Safety is given a high priority in the club. Staff are vigilant in ensuring that children wear high-visibility vests on the school run, and children understand the importance of this and readily comply. Children also understand the rules regarding outdoor play, and they ensure that ball games and ride-on toys remain in their identified area so that they do not cause accidents to children who are engaging with different types of activities, such as climbing or quieter games. Staff actively seek information from teachers when they collect children, in order to ensure that any concerns are shared and to support a smooth transition for children as they move between the club and other settings.

The environment is stimulating, both indoors and outdoors. A wide selection of resources are freely accessible, and children show good levels of independence as they make their own choices regarding their play. As a result, they become happily engaged. However, sometimes, large group activities, such as planning sessions and snack times, disrupt children's play, and consequently their enjoyment of their chosen activity. Thorough hygiene routines help to support children's good health and well-being. Hand washing routines are embedded in practice, and staff vigilantly comply with environmental health regulations when preparing and serving meals and snacks. Children are provided with a varied menu which includes a hot tea mid-way through the session and a selection of fresh fruits at snack time. Staff record information relating to any allergies or cultural dietary preferences, which ensures all staff are aware of children's individual dietary needs and they are not given any foods that contravene these. Children's good health is further promoted through the regular opportunities they have for fresh air and exercise in the outdoor play area and on the walk to and from school.

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

There are comprehensive procedures in place to support children's safety and welfare. Robust recruitment practices ensure there is a well-qualified, motivated staff team who are suitable to work with children. All staff have a good understanding of their responsibilities relating to child protection. This is because they are supported by clear procedures, and complete mandatory training as part of their induction. Risk assessments are conducted and regularly reviewed, and routine checks are undertaken prior to children's arrival, in order to ensure that they premises are safe. Staff provide good levels of supervision. They deploy themselves well to ensure that children remain within sight and hearing as they move around the setting, and undertake regular head counts. There are clear procedures relating to drop-off and collection times to ensure children are safely transported to and from school. Regular fire evacuation and intruder drills enable children to learn how to protect themselves in the event of an emergency.

Children's learning is monitored effectively through the observation and assessment systems, which clearly show that children are making good progress. Managers are currently exploring ways of improving this further through more formal links with children's schools. Staff develop positive relationships with parents. They make themselves available as parents come to collect their children, and ensure there are opportunities to share information about children's general well-being. Parents speak highly of the club;

they comment on the welcoming staff team, the stimulating environment and range of resources, and state that children are always happy to attend.

The management team have high aspirations for quality. There have been changes in leadership and staffing at the setting over recent months, and new staff are not yet fully secure in their new roles. The wider management team are fully aware of this and the action plan reflects a clear programme of support to continue to drive up standards. High priority is given to managing the performance of the staff team. Senior managers are highly skilled and qualified, and demonstrate a secure knowledge of the skills and abilities of individual members of staff. There is a programme of staff development in place which is tailored to support individuals and which actively encourages staff to pursue higher and wider qualifications, such as management qualifications and language lead accreditation. Supervision and appraisal systems are effectively implemented to provide ongoing support and guidance to the team. This ensures that staff continue to extend their skills and knowledge and, as a result, improve the quality of the provision for the children attending. Self-evaluation systems are comprehensive and parents' voices strongly influence changes in the setting. In recent months, in response to parental feedback, breakfast times have been rearranged, the tea-time menu has been reviewed, an email newsletter is now routinely sent, and a parents' evening is scheduled in the near future. As a result, the setting continually improves and adapts to meet the changing needs of children attending.

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	254601
Local authority	Nottingham City
Inspection number	910448
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	82
Number of children on roll	56
Name of provider	Gloss Calm Properties Ltd
Date of previous inspection	19/07/2011
Telephone number	0115 9795994

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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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