

# Kader Club

c/o Kader Primary School, Staindrop Drive, Middlesbrough, CLEVELAND, TS5 8NU

<b>Inspection date</b>	13/06/2013
Previous inspection date	20/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children very much enjoy their time at the club where activities, routines and resources complement their day in school. The atmosphere is happy and relaxed as children socialise and make choices from the good quality, fun activities on offer.
- The indoor and outdoor environment are stimulating as there is a good range of interesting resources which children are eager to use and supports their good progress.
- The successful implementation of the key person system enables children to feel safe. They form secure attachments with all staff and display high levels of confidence and a strong sense of belonging.
- Children are kind and thoughtful towards one another, polite and willing to help, share and take turns.

### It is not yet outstanding because

- Plans for future development do not clearly demonstrate how targets are prioritised and planned to drive continuous improvement.

## 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 school hall and outside.
- The inspector looked at children's records, assessment documentation, policies and procedures.
- The inspector met with the manager and spoke with the staff at appropriate times during the inspection.
- The inspector took into account the views of children and parents spoken to on the day.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

Kader Out of School Club was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the upper school hall of Kader School, Acklam, Middlesbrough, and is managed by a committee. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. One member of staff also has a degree in Early Childhood Studies.

The setting opens Monday to Friday, in school term time. Sessions are from 3.05pm until 5.45pm. Children attend for a variety of sessions. There are currently 31 children attending, of whom one child is 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:

- develop self-evaluation further to clearly identify how and when priorities for improvement will be addressed in the future, to support long term achievements and outcomes for children

## Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They provide activities that link closely to children's interests and preferences because staff gather good information from the parents on entry to the setting. Children's individual learning needs are continually met. Staff effectively observe the children on a regular basis and use the information they gather to plan exciting activities at the club. Staff work closely with the school that children attend and complement children's learning and development through the activities they provide. Teaching techniques are consistently strong, which results in children being effectively supported to acquire the skills and capacity to learn and develop effectively.

Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions well. For example, they encourage children to sound out the letters of a word that they want to write, which helps the children to spell with success. Staff are considerate and responsive when children

initiate interaction with them, taking the time to listen carefully to what children have to say. For example, children talk about liking ice cubes and how they crunch them in their mouth. During activities staff make the most of opportunities to introduce learning, for example they talk about the size of resources, which helps children to compare and describe different sizes. Good quality resources encourage children to take part in planned activities. For example, a wide variety of materials are made available for craft activities, such as sequins, glitter, felt tips and collage materials which stimulate children's imagination. They join in with enthusiasm and spend concentrated effort on making Father's Day cards, over a sustained period of time. Children write clearly identifiable letters on the cards that they are making to communicate meaning. Staff communicate well with children as they involve them in talk about family customs and routines, such as, what they will have to eat at home. Children are involved in decision making tasks. For example, when they arrive at the club staff ask them what they would like for tea, giving them a choice of cheese toastie or beans on toast. Children are confident communicators as they speak in front of the group and say what they would like. Staff help children to see the ways in which cultures and beliefs are similar, sharing and discussing practices. For example, they have discussed different religions around the world and a display reminds children about what they talked about.

Staff have good relationships with parents which results in consistent support for all children and an understanding of their individual needs. Planned activities are displayed on a white board on a table in the hall so that parents and children can see what is being offered. Parents are eager to talk to staff when they collect their children and staff keep them informed about what they have been doing.

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

A well-established key person system and the effective deployment of practitioners enable children of all ages to form secure emotional attachments and successfully promote their well-being and independence. For example, children are eager to choose what activities they want to take part in when they arrive at the club. Parents of children that are new to the setting are encouraged to bring them for a visit before they start, so that they can become familiar with the staff and setting. Part of the settling-in procedure involves new children being assigned an older child as their buddy. The buddy keeps an eye on the younger children and interacts where needed so that the new child is not left alone. This helps children to get to know other children in the group and to settle really well. Some of the staff also work in the school, so children are familiar with them when they start. This ensures a smooth transition from one setting to another and helps staff to communicate effectively with school staff so both settings meet children's needs.

Staff have a calm and consistent manner with the children, which results in them showing children the best way to behave. Children are aware of the boundaries that are set. The club rules are displayed on the wall in the club and all children are well-behaved. They are very polite when speaking and remember their manners, saying, 'please' and 'thank you' at appropriate times. Children are cared for in a very spacious environment. There is a wide range of resources for children to choose from, such as, a train track, craft table, a wide variety of books, pool table and computer. Most of the resources are set up before

children arrive and they are able to ask for further resources if needed in their activities. This means that children make their own decisions regarding their play, such as choosing to make Father's Day cards at the craft table. As a result, children are actively engaged at all times. Safety is a high priority in the setting. Children learn to keep themselves safe through timely reminders from staff. For example, staff ask children to remain seated while eating. There is a strong focus on physical activities where children have direct access to the school field from the hall. This promotes their physical well-being as they enjoy the fresh air daily. Children are able to access the field in all weathers and the majority of children choose to be outside during the session. They run round the open space, practice skills such as kicking a football and run up and down the slope. They particularly enjoy playing team games and listen carefully while older children explain what to do. This all helps them learn how to negotiate space successfully when they are playing racing and chasing games with other children.

Staff are well-prepared for children's arrival. Ingredients for tea are available in the hall, which means they do not need to leave the room to prepare the meal. Children sit as a group and enjoy the experience of eating the freshly prepared food as they chat together about their day. They are able to assist with making meals, which helps them to learn about different foods. They learn the importance of food for their bodies and eating healthily through discussion about the different food choices that are available. For example, a bowl of fruit is passed round at tea time and children make a choice between oranges and apples, which generates discussion about their likes and dislikes. Staff encourage children to be independent in managing their own personal needs. This results in children that are confident, who know when to ask to go to the toilet and wash their hands afterwards.

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

The manager and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures support children's safety and welfare in the setting. Robust procedures ensure the safe recruitment of suitable and qualified adults to care for the children. Staff's on-going suitability is monitored through the manager carrying out annual appraisals. This gives the staff and manager an excellent opportunity to discuss any concerns about performance and any training and development needs in a formal meeting. The manager also monitors staff performance on a daily basis while she works alongside them, which results in any concerns about their performance being picked up quickly and addressed by the manager. On-going staff development ensures that staff improve their knowledge and understanding of good quality practice. For example, they have attended training courses on autistic spectrum and safeguarding children with disabilities.

Children are safeguarded and staff have an accurate knowledge and understanding of the child protection procedures. They are aware of the steps to follow should they have any concerns about children. Visual risk assessments are conducted daily for the premises to ensure that any possible hazards are identified and minimised for children. A good

overview is maintained of children's learning and development. The manager works directly with the children, which enables her to observe them first hand. Staff observe and note children's achievements in a development record, which enables them to plan a suitable range of challenging activities based on children's interests. The manager has completed the Ofsted self-evaluation form which identifies the clubs strengths and weaknesses. However, it does not clearly identify how and when they will be prioritised in order to continue the good progress the club has already made. Parents are encouraged to take part in the self-evaluation process through a comments box that is available each day. Any comments are taken on board by the manager and changes implemented if needed. Comments left in the past have all been very positive about what is offered in the club. The previous action and recommendation from the last inspection have been implemented well. For example, a record is kept of children and staff's attendance each day which shows that staff to child ratios are consistently met and often exceeded.

Parents spoken to at the inspection were enthusiastic about the club and praised the staff about how well they manage the environment. They feel confident to raise any concerns with staff that they might have and feel that they are kept really well informed about what their children do there. They know that their children take part in interesting, stimulating activities and always bring home something that they have done at the club. They recommend the club, because of the friendliness of the staff and the benefits of it being on the same site as the school.

### **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>	EY244846
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	819680
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Kader Club Playgroup Network Cleveland Committee
<b>Date of previous inspection</b>	20/03/2012
<b>Telephone number</b>	01642 286599

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

