

# Kids Club Cabin

North Ferriby C of E School Grounds, Church Road, North Ferriby, North Humberside, HU14 3BZ

## Inspection date

02/07/2013

Previous inspection date

06/11/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 are provided with a programme of varied activities, including those led by outside professionals. This means children are interested in their learning and constantly gain new knowledge.
- Staff give high priority to working in partnership with parents. This means information about children's individual needs and their care and learning is shared effectively.
- Children are supported very well by staff in learning about personal safety. This means they adopt a responsible attitude and know the best course of action to take if faced with threatening situations.
- Children learn to behave well because there is a very strong emphasis on celebrating effort and achievement within the club. This effectively raises children's confidence and self-esteem.

### It is not yet outstanding because

- There is scope to develop the opportunities for children to strengthen their understanding of the world and their acceptance of differences between people.
- Children do not have consistent rich opportunities to fully use their independence at snack time so they play an active part in this.

## 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 play rooms and outdoor area.
- The inspector met with the deputy manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector undertook a joint observation of an activity with the deputy manager.

## Inspector

Diane Turner

## Full Report

### Information about the setting

Kids Club Cabin was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee and operates from a self-contained building in the grounds of North Ferriby Church of England Primary School in North Humberside. The club uses two rooms and has access to a secure outdoor play area, which is part of the school grounds.

The club employs four core members of childcare staff. Of these, two hold appropriate childcare qualifications at level 3 and one has level 2. The club is open to all children and provides before and after school sessions from 7.30am to 9am and 3.30pm to 6pm, Monday to Friday during term time. A holiday club operates from 7.30am to 6pm, Monday to Friday, during school holidays. There are currently 102 children on roll, 16 of whom are in the early years age group and attend for a variety of sessions. The club receives support from the local authority and is a member of the Pre-school Learning Alliance.

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

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

- increase the opportunities for children to learn about diversity, for example, by providing resources, such as posters and photographs that represent diverse backgrounds and which avoid negative stereotypes
- enhance the opportunities for children to use their independence and play an active part at snack time, such as helping to prepare their own food.

## Inspection judgements

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

Staff provide a good range of activities, which capture children's interest, enable them to learn new skills and effectively complement their learning at school. For example, they arrange for a police officer to visit the club to talk to children about road safety, which captivates their interest in the topic. Staff then enable children to further their learning by providing materials, such as a large sheet of cardboard and pens for them to design their own street layout. They also provide chalks so children can make roadways on the footpath outdoors to use with toy vehicles. This enables children to use their thinking skills as they decide where to draw shops, roads and crossing on their lay out and to use their creativity and imagination as they move the vehicles around. Staff keep a well-presented

account of each child's learning and the progress they make in their development. They clearly identify the next steps in children's learning and use this information to inform the planning of activities. This means children are supported well to continually make good progress. Children's records are shared regularly with parents, who state they are fully informed of how their child spends their time in the club and are delighted with the progress they are making.

Staff ensure the premises are well-organised, which enables children to be active or to take part in quiet activities according to their needs after their day at school. For instance, an area with a sofa and a good range of books is provided, so children can sit and read quietly if they wish. This enables children to develop and use their literacy skills. Children have ready access to a good range of role play resources. Staff give children time to explore and use these uninterrupted, which enables them to use their imagination as they act out real life scenarios. For instance, they pretend to purchase items in a shop and pay for these using a 'bank card'. Children have opportunities to learn about their local area as they take part in outings during the school holidays, such as visiting an aquarium to learn about sea creatures. Visitors are invited into the club to talk to the children about topics, such as guide dogs for the blind and children have opportunities to celebrate festivals from around the world with activities, such as food tasting. However, opportunities for children to readily observe positive images of today's diverse society are not fully promoted within the club, to further strengthen children's understanding of the world.

Staff engage positively with children as they play and skilfully engage them in conversation to develop their communication skills. For example, as one member of staff sits with children as they draw pictures with chalk outdoors she facilitates good discussion. This enables one child to talk animatedly about the dinosaurs he has drawn and shows that he can confidently name a good number of the creatures. Another child delights in discussing how she has drawn a picture of a pony called 'Applejack'. The member of staff listens with interest to the children and clearly acknowledges their achievements by telling them that their drawings are 'very good'. She then asks them to pose next to these so she can take a photograph of their work in case it rains and it gets washed away. This raises children's confidence and self-esteem. They clearly show that they are very proud of their achievements as they smile for the camera. Resources, such as paper, pens, crayons and pencils, are also freely accessible indoors. This enables children to practise their writing skills and encourages their creativity further as they use the resources to draw and colour in printed pictures and patterns.

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

Staff manage children's transition into the club very effectively. For example, along with their parents they are invited to visit before the placement begins, so they can meet staff and become familiar with their new environment. Children are actively encouraged to help complete an 'All about me form' regarding their interests, likes and dislikes by drawing pictures of these. This enables children's key persons to provide activities that match their interests, which helps them to settle quickly. Children also make their own 'slipper bag' to store their indoor shoes, which empowers them to make a positive contribution to the club and have a sense of belonging. Children develop close relationships with the staff and are

keen to talk about what they have helped them to learn. For example, one child describes how his key person has helped him to learn to count money and that he now knows 'gold' coins are worth the most. Children behave well because they know what is expected of them in the club. This helps to promote a calm and harmonious atmosphere. For instance, a teddy bear is used at group time to indicate that it is the turn of whoever is holding this to speak. This encourages children to listen to and respect one another's opinions. Staff are very proactive in helping children to learn how to deal with their different emotions. For example, they provide pictures of different facial expressions and ask what this may indicate. They then ask children how best they might deal with different scenarios, such as a child taking a toy from another.

Staff very effectively support children in learning about personal safety. For instance, they ensure each one wears a high visibility vest as they walk from school, so they can be seen easily. They involve children in carrying out risk assessments, which means they effectively learn to identify possible hazards and how to minimise these. Staff make sure children understand about 'Stranger danger' because they invite a police officer into the club to talk to children about this. The positive impact of this is very evident as one child describes how if approached by someone he did not know he would 'run away and find his parent or a teacher'. Children are provided with nutritious food, such as fresh fruit and sandwiches for their snack. This effectively promotes their understanding of healthy eating. However, staff do not enable children to use their independence fully at snack time. For example, children can help themselves to the food, but staff do not involve them in helping to prepare this. This means children are not always encouraged to develop confidence in doing things for themselves. Use of the school grounds provide good opportunities for children to take part in physical activities, to help them gain coordination and control of their bodies. For instance, they confidently change direction as they run and chase one another and they use a climbing frame with good dexterity. Staff skilfully support children to develop their skills in throwing a ball accurately by challenging them to throw this into a hoop.

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

The management team and the committee work well together to ensure the requirements of the Early Years Foundation Stage are met successfully. The recruitment and vetting of any new staff is thorough, which ensures their suitability to work with children is fully explored. Staff complete training in safeguarding children and, as a result, they are confident in their understanding of child protection issues. Thorough risk assessments are carried out on all areas of the premises and for outings, and effective action is taken to minimise any hazards. These are regularly reviewed and improved. For instance, smoke detectors are now connected to each other, so should the alarm be triggered it can be heard clearly in each room. This means children's safety and well-being is promoted very effectively.

New staff go through a thorough induction procedure to ensure they know how the service operates. The manager and her deputy monitor the performance of all staff on an ongoing basis very effectively. This includes peer observations and regular supervision

sessions. Staff are actively encouraged to reflect on their performance and identify any training needs, to move their practice forward. Staff's individual skills are fully recognised and they are encouraged to use these to benefit the club and children's care and learning. Good attention is paid to monitoring the quality of the service. For instance, a 'tracking' sheet is in place for each child so managers can see at a glance that all areas of children's learning are being supported effectively. Both children and parents are asked to complete an annual questionnaire and their replies are collated and action taken to implement any necessary changes. Staff meet each month as a team to discuss the service, as does the committee. The managers use all this information to complete a detailed self-evaluation document, to identify the club's strengths and areas for improvement. From this a clear development plan is drawn up to show how the service will move forward. All actions and recommendations for improvement raised at the last inspection have been addressed successfully. All of which, means the club's capacity for continuous improvement is good.

Partnerships with parents are good. They are kept very well-informed about the service in a number of effective ways, including a well-presented web site and regular newsletters. Daily discussion also provides good two-way communication. Parents are unanimous in their praise for the club. For instance, they state that staff know their children well and tap into their strengths, such as making one child an 'art monitor'. They state that they would not hesitate in recommending the club to others and that they really look forward to, and enjoy the twice yearly 'cat walk' events they are invited to. Staff work well in partnership with the school the club serves. They have ongoing discussion with teachers regarding what aspects of children's learning are being focused on in school, and how these can be complimented by activities in the club. Consequently, a shared approach to children's learning is promoted across the two settings.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	314686
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	902856
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Kids Club Cabin Committee
<b>Date of previous inspection</b>	06/11/2012
<b>Telephone number</b>	01482 634076

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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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