

Kids Club 2012

Cherry Tree Infant & Nursery School, Lime Grove, Chaddesden, DERBY, DE21 6WL

Inspection date

Previous inspection date

10/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff are friendly, approachable and good role models who successfully promote a calm and relaxed atmosphere where children behave well and form positive relationships with others.
- Children's enjoyment is supported through a suitable range of activities, including free-flow access to the outdoors.
- Staff communicate well with each other, and deploy themselves effectively throughout the session to provide effective supervision and ensure children enjoy appropriate interaction.
- The premises are safe and suitable for children, and staff demonstrate a sound understanding of safeguarding procedures to promote children's safety in the event of any concerns.

It is not yet good because

- Assessment is not being used to consistently prioritise gaps in children's learning, or seek ongoing feedback from parents and carers to ensure consistency of support for children's learning and development.
- The range and organisation of toys and resources does not always fully promote children's engagement and imagination.
- The recording of checks undertaken to establish the suitability of adults is not consistently maintained to thoroughly ensure children's safety.

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 main hall and outdoor area.
- The inspector spoke with the staff about the daily routines, children's individual learning, and self-evaluation.
- The inspector looked at a selection of children's learning records and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Justine Ellaway

Full Report

Information about the setting

Kids Club 2012 was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Cherry Tree Infant and Nursery School in Chaddesden, Derby, and is privately owned. The out of school club serves the local area and is accessible to all children. It operates from the main hall within the school and there is a fully enclosed area available for outdoor play.

The club employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time from 7.30am until 8.55am and 3.30pm to 6pm. During school holidays it is open from 7.30am until 6pm, except Christmas and New Year. Children attend for a variety of sessions. There are currently 10 children on roll who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the assessment of children's progress by consistently gathering observations from parents and carers, to shape future learning experiences for each child and use the information to support children's development where it is most needed
- ensure that information is recorded about staff's suitability to work with children. For example, records of staff identity checks and vetting processes undertaken, to fully promote children's safety.

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

- develop further opportunities to promote children's engagement and imagination by extending the range of resources available and reviewing how they are organised to capture children's interests.

Inspection judgements

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

Children's enjoyment is well promoted by staff who are very calm, friendly and approachable. They are good role models and have positive interactions with each other

and the children. As a result, children enjoy their time at the club and are comfortable in their environment. There are a suitable range of activities, mainly child-led, which are appropriate for children to choose what they want to do at the end of the school day. Staff plan a range of activities that cover the seven areas of learning reasonably well. They observe children and what they can do, and use their observations to plan activities for each individual child. However, staff do not always make the best use of this information to fully drive children's progress. For example, observations from parents are not consistently used to shape future learning experiences for each child, and both staff and parent observations are not used to target specific areas where children may be falling behind in their development. This results in children making satisfactory progress in their learning, rather than good.

Children's independence is supported by staff. For example, during each after school session they have the opportunity to move freely between the indoors and the outdoors to play. Children enjoy playing outdoor games, such as football, which supports their physical development. Staff effectively model and explain to younger children how to manipulate the ball, for example, by stopping it with their foot before kicking it in another direction. Children's independence is further promoted, for example, when children come into the hall they put away their own bag. Children decide when they have their snack and serve themselves. This supports their next steps in learning and ensures that children's routines between school and the club are consistent. Staff give sensitive reminders to younger children of the routine when appropriate, while still encouraging them to do things independently. Children's number and counting skills are appropriately supported through board games. Staff chat to children during activities and show an interest in what they say and do. This encourages children's participation and promotes their self-esteem. They ask questions and discuss things, which effectively promotes children's thinking as well as their language skills. Children play well together and usually join in with others' play as well as playing independently.

Children enjoy creative activities. They roll and cut play dough to make models. They create their own artwork using a range of materials including glue, sequins, stickers and colouring pens. Their creativity is effectively supported as they choose what they want to do and spend as long as they want perfecting it. For example, children make a card for a family birthday and write their own message inside. Staff provide activities around different festivals during the year to promote children's understanding of people and communities. For example, making lanterns and dragons and food tasting for Chinese New Year.

Useful information is gathered at the time a child starts at the setting from parents and carers about children's likes and dislikes. This ensures staff can support children's transitions from home. Parents and carers are happy with the service provided, the friendliness of staff and the flexibility of the club. Parents and carers are suitably informed about their child's progress and receive daily verbal feedback when children are collected.

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

Children are settled, confident and comfortable and enter the setting happily. They are comfortable to approach staff and ask for something or tell them what they are going to do. This demonstrates that children feel safe and that their emotional and physical well-being is appropriately promoted. They enjoy chatting to staff about what they have been doing during the day and things that are happening in their lives, for example, a birthday.

Children's behaviour is effectively managed. Staff are positive role models who promote a calm and relaxed atmosphere where children behave well. When children do behave inappropriately, staff use appropriate methods to manage this. They sensitively remind children of the rules and routines and talk to them about why the behaviour is inappropriate. Staff are suitably deployed throughout the session to ensure staff provide appropriate support and interaction with children. Staff are clear of their roles and responsibilities, and effectively communicate with each other. They use a walkie-talkie to communicate between the indoors and the outdoors. This ensures that there is effective supervision throughout the session. There are well-organised routines for setting up the hall and collecting children from the various classes, which means that this is quickly and effectively carried out. Staff prepare snack in advance so that it is ready for children to serve themselves, meaning that staff spend more time with the children.

The learning environment is satisfactorily resourced, both indoors and outdoors. A satisfactory selection of toys and resources are laid out indoors for when children arrive, both on the floor and on tables. Staff take some of the sports equipment outside for children to select and use. However, some areas have a smaller range of resources, and as such children do not spend as much time there. On occasion, the organisation of the equipment is not appealing and means that children do not select or suggest things they want to play with or capture their interests fully. Children's understanding of safety is satisfactorily promoted. Staff usually explain why something is unsafe, for example, a child flicks a toy in excitement and a member of staff explains that this could hurt the children around. Children demonstrate an understanding of their own safety, for example, they know where they can play outdoors and stay within this area. They tell a member of staff if they are going to the toilet or moving between the indoors and the outdoors. Children practice the evacuation procedure so that they know what to do in an emergency.

Children's understanding of healthy eating is satisfactorily promoted. They enjoy healthy options at snack time, such as fruit kebabs. The presentation of the food captures children's interest and there are a variety of fruits for them to try. Staff talk to children about which foods are healthy and the menu generally. They encourage them to go outside for fresh air and exercise, and talk about the importance of this. Health and hygiene are suitably promoted within the club. Staff clean the tables with antibacterial spray before and after snack. A clear record of children's dietary needs is displayed for staff reference, to ensure children's health needs are met. Staff undertake training where children have a specified medical need. This ensures children's individual needs are appropriately catered for.

Staff work in conjunction with parents to ensure children are suitably supported in their transitions within the school site. They are escorted to and from their classrooms by staff, with more support for younger children. They have settling-in visits if needed. They are

also accompanied to other planned out of school activities if this coincides with their attendance.

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

Staff have a suitable knowledge and understanding of the Early Years Foundation Stage. In the vast majority of cases, the safeguarding and welfare and learning and development requirements are suitably implemented. There are recruitment procedures in place to ensure staff working with the children have the appropriate knowledge and skills to do so. However, information about staff's suitability to work with children is not consistently recorded, and this compromises children's safety. Staff have a suitable knowledge of safeguarding issues and how to progress any concerns and who to report them to. They are also familiar with the signs and symptoms of abuse, which helps them to identify any concerns they may have. There is a clear and useful induction checklist completed with every member of staff, which includes the policies and procedures, roles and responsibilities, routines, planning and assessment. Roles are suitably delegated according to skills and knowledge. Suitable supervision and training takes place to ensure the competence of staff working with children. The premises are maintained appropriately to support children's safety. Staff carry out a visual check of the premises before children arrive. They monitor parents' and carers' admittance to the premises when they are collecting children. Children are supervised at all times, both indoors and outdoors. Toys and resources are suitably maintained, and they are checked when they are put away. Children are kept safe during outings and staff-to-child ratios are consistently high, both during outings and at the club.

Staff are reflective on their own practice and the routines and planning of activities. They monitor children's progress and are able to give relevant examples of how the planning and assessment is evaluated. This review is being used to inform areas for improvement for the future. The views of children, parents and carers are welcomed and taken on board. For example, children are now offered brown bread for sandwiches and staff encourage children to eat this at snack times following parent feedback. Information shared with parents and carers about the club is appropriate. The manager will provide extra information, whenever required, so that parents and carers are informed about aspects of care for their children. The noticeboard provides a bright visual display of staff who work at the setting and photographs of children playing. Suitable consideration is given to supporting children with special educational needs and/or disabilities. Staff are familiar with other professionals who can provide children with additional support should they need it. Staff also gather information from parents or carers about any support needs for children. This is then shared amongst the staff team so that consistent support can be given. Staff are keen to ensure that all children are included in all activities. Staff are committed to working in partnership with other settings that children attend. They make all reasonable attempts to share and gather specific information about children's learning and development to ensure a consistent approach.

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	EY457136
Local authority	Derby, City of
Inspection number	901406
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	24
Number of children on roll	40
Name of provider	Karen Stewart
Date of previous inspection	not applicable
Telephone number	01332673520

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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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