

# Club 4 Kids Childcare

Hampton CP School, Fitzgerald Avenue, Herne Bay, Kent, CT6 8NB

<b>Inspection date</b>	28/03/2013
Previous inspection date	17/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The high quality activities and very positive adult interaction inspire and enthrall the children. Activities are relevant to children's interests, exciting and fun.
- There is a strong emphasis on supporting children's communication skills in the nursery. Adults' excellent implementation of the 'Every Child's a Talker' programme, and consistent use of signing, results in very confident talkers.
- The extremely efficient monitoring of the educational programme results in any gaps in children's learning being promptly addressed, and all children making very good progress from their starting points.
- The extremely well qualified staff team consistently build on their skills and knowledge by attending relevant training, and sharing information gained with their colleagues. This results in professional and informed staff who are committed to providing an excellent service.
- Parents benefit greatly from numerous opportunities to come in and play with the children, comment on the provision and chat on the club's social media site. This helps them to learn about and become involved with their children's development and interests.

## 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 baby unit and the main play room, and looked at the outside environment.
- The inspector completed a joint observation with the manager of the provision in the main play room.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children,
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.
- The inspector scrutinized relevant supporting documentation.

## Inspector

Cilla Mullane

## Full Report

### Information about the setting

Club 4 Kids Childcare opened in 1998 and operates from a self-contained building in the grounds of a school in Herne Bay, Kent. There are two main playrooms, a baby unit, office, small kitchen area, and toilets. There are two outdoor play areas.

The nursery is open each weekday from 9am to 2.45pm, term time only. A holiday play scheme runs from 9am to 5pm during the school holidays. The breakfast club runs from 8am to 9am and the after school club from 3pm to 5pm during term times.

The nursery is registered on the Early Years Register, and currently 90 children in this age range attend. It is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for two, three and four year olds.

The nursery currently supports a number of children with special educational needs and/or disabilities.

The owner/manager employs 13 members of staff including a supply member of staff, lunch cover, lunchtime assistant and administrator. Of these, ten (including the owner/manager) hold appropriate early years qualifications.

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:

- enhance the opportunities for babies to use all of their senses and move around freely outdoors.

### Inspection judgements

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

Adults are extremely skilled at interacting with children, and are expert at planning to meet their individual learning needs. Therefore, activities and resources promote learning very well across all areas of learning, and children make excellent progress from their individual starting points. Adults are great role models, setting very good examples of enjoying play and learning, motivating children extremely well, picking up on their interests, and extending their play. For example, a pretend bus journey received a wonderful, enthusiastic response from children, which lasted for a couple of days.

Children are inspired by activities because they are often planned in response to their interests. During an activity around the theme of fun fairs, children learn about diversity in society when they look at books about travelling families. They use their imaginations in the role play area, selling candy floss, and counting money as they pretend to pay for this. Following a session where children enthusiastically lined chairs up to make a bus, and talked about all the places they had been, children choose paper, scissors and crayons, and make tickets, and stop and go boards. Staffs' skilful identification of children's enthusiasms, and their expert ability to extend activities, results in children very much enjoying play experiences across all areas of learning.

Staff are quick to embrace guidance and different ways of working. They have integrated and embedded the 'Every Child a Talker' (ECAT) programme into their routines, which significantly improves children's communication skills, and is especially beneficial in preparing the older children for school. Techniques, such as signing, are also used by adults to extremely good effect, especially in the baby unit, to support children's ability to communicate and understand.

Children chat with staff, read and practise linking sounds and letters in small groups daily. This greatly improves their confidence, vocabulary and communication skills. Furthermore, the importance of talking with children is emphasised to parents at 'stay and play' sessions, and a wall display reinforces the message. Currently, staff are encouraging parents to 'ditch the dummy' to significantly improve children's early speech development.

Children with special educational needs and/or disabilities make great progress from their starting points. This is because staff liaise with other professionals and act on their advice, work very well in partnership with parents, and have boosted their understanding of working with these children by frequent attendance of well targeted training courses.

Parents and children benefit hugely from regular 'stay and play' sessions. Seeing their parents in the nursery interacting with staff makes children feel very secure. Parents gain a great insight into positive ways to interact with children, and learn about the Early Years Foundation Stage from discussions with staff. They also see what adults are working on with their children, and can therefore continue this at home, enhancing children's already excellent progress.

Parents' comments demonstrate their great satisfaction in the progress their children make, and many comment on the individual ways in which the nursery has significantly increased children's confidence and communication skills. They have detailed knowledge of what children's key persons are currently working on with their children. They are very impressed with the excellent relationships between children and adults, resulting in settled and very happy children.

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

The key person system works extremely well, and both key persons and their buddies have detailed knowledge of their key children, their interests and abilities, and their planned next steps. As a result, consistency of care and progression are excellent. The highly effective key person system also means that staff establish excellent relationships with parents.

When babies move from their unit 'up' to the main playroom, their feelings of security are a priority. They first visit for short periods with their key person, and spend time establishing a positive relationship with their new key person. Therefore, when they are ready to make the move, they are settled, confident and ready for the next stages in their learning.

Children's ability to keep themselves safe is excellent. Having been shown how to use tools safely, they use real screwdrivers with care to undo screws. During an activity about eating healthily, they use knives and peelers to chop vegetables. They confidently described the rules around safety, saying 'we don't run in this bit' (the hallway).

Innovative activities help children to learn about food and healthy eating. For example, activities such as drawing still-life pictures of vegetables prompt discussion about vegetable and where they come from. Outdoor play features prominently in the routine, with babies being taken out twice daily, being introduced to the features of their local community. The older children chose resources and take activities into the fresh air, into the exciting outdoor area, and especially love digging and exploring the sand area. Indoor daily music and movement sessions further promote their understanding of the importance of exercise. However, babies do not have extensive opportunities to explore outside with all their senses and move around freely.

Resources throughout the nursery excite and challenge children. Babies make especially good use of the inviting book area, where adults hold children close to help them feel secure, and thus skilfully introduce a love of stories and books. In the main play room, children help themselves to a rich selection of art and craft resources and use these for their own purposes, for example, to make pretend bus tickets. In addition to the wide range of resources easily accessible to the children, there are small boxes with samples of those which are not currently set out. If adults see children showing an interest in these, they bring out the selected toys, thus responding quickly to children's interests.

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

Staffs' excellent knowledge of child protection issues and procedures enables them to act correctly and promptly in children's best interests. Furthermore a robust whistle blowing procedure is in place and fully understood by staff, who are clear and reassured that there is someone to go to in confidence to protect children and themselves. Recruitment procedures are exacting, ensuring staff have a clear knowledge of what is expected of them, and management follow this up by carefully supervising and appraising performance. All staff have had their suitability to work with children checked. The nursery

follows very robust procedures for investigating complaints. For example, management refer to the Local Safeguarding Children's Board for advice where necessary.

An exacting system to monitor children's progress results in any gaps in achievement being addressed promptly. This monitoring also identifies children who are doing exceptionally well, to ensure that their excellent progress is maintained.

Staff demonstrate extremely good and thorough knowledge of all aspects of their work. They show commitment to providing the best service they can, and take great pride in their work. For example, staff in the baby unit demonstrate an expert knowledge of safe sleeping procedures for babies, senior staff update others with the latest guidance, and this is also discussed with parents.

Management has excellent procedures in place to ensure staff have the skills necessary to do their jobs well. Staff's knowledge is assessed, and specialist training is organised, targeted to meet their individual needs, for example, working with children who have special educational needs and/or disabilities. Following attendance on courses, staff are asked to present their knowledge to the rest of the team, thus reinforcing what they have learnt, and greatly increasing their colleagues' knowledge.

Management and staff constantly strive to improve and develop, and are committed to providing the best service to children and their parents. Information gained for training is enthusiastically put into practice to ensure high standards. Parents views are considered of the greatest importance, and their ideas are acted upon. Senior staff supervise other staff to ensure consistency and best practice. Especially effective steps are in place to ensure that all children made maximum progress in their learning from individual starting points.

Very strong links with the school on site lead to children entering school confidently. The nursery shares children's progress records, so reception teachers have details of children's development on which to build. Furthermore, children's feelings and confidence are carefully considered, for example, making sure the school staff know about strong friendships between children, so they can stay together in class. Staff liaise with the school to find out how children will be taught to write so that they can use the same techniques to prepare children for the next stage of their education.

### **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>	127117
<b>Local authority</b>	Kent
<b>Inspection number</b>	906965
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Kerry Lee Booty
<b>Date of previous inspection</b>	17/09/2010
<b>Telephone number</b>	07802 738256

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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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