

Earith Kidz Klub

Eco Building Earith County Primary School, School Road, HUNTINGDON, Cambridgeshire, PE28 3QB

Inspection date	11/06/2013
Previous inspection date	13/02/2009

The quality and standards of the early years provision	This inspection:	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 and adults have good relationships with each other and develop firm friendships. This creates a warm and caring atmosphere, where children feel happy and safe.
- Children's continuity of care and learning is supported well due to close links with the host school and the pre-school.
- Children have good opportunities to be involved in decisions about the club's activities and routines. This gives them a real sense of ownership and enables them to demonstrate their independence.
- Children have healthy lifestyles because they develop a good understanding of which foods are good for them through practical activities, such as growing their own fruit and vegetables.

It is not yet outstanding because

- There is scope to further enhance the already informative assessments of children's learning and development to make the rate of progress clearer for parents and others.
- Policies and procedures are not proactively shared with parents to further enhance their understanding of the expectations of care and learning.

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 children and their interactions with the staff.
- A range of documentation was examined, including accident records, child record forms, policies and procedures and children's learning journals.
- The inspector spoke with parents to gather their views on the quality of the provision.
- The inspector spoke with staff and the manager at convenient times during the inspection.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Earith Kidz Klub was established in 1995 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is located in the Eco building at Earith County Primary School in Earith, Cambridgeshire. It is operated as a non-profit organisation, managed by a committee of parents of children who attend.

The building used by the club is purpose built and includes an enclosed outdoor play area. The premises are shared with the Earith Pre-school. The club operates each weekday. During term time opening times are 3.15pm until 6pm. The club is open through all school holidays, with the exception of one week at Christmas, from 8.30am until 6pm. There are currently 81 children aged from three to 11 years on roll, of these, five are within the early years age range. Almost all children who attend in term time come from the Earith Primary School. During the holidays the club serves families from surrounding villages. The club supports children with special educational needs and/or disabilities.

The club employs four staff to work directly with children, including the manager. Of these, two hold playwork qualifications at level 3, one holds a playwork qualification at level 2 and is working towards a qualification at level 3. The club retains bank staff, one of whom is working towards a qualification at level 3. Additional staff are recruited during the holidays according to need.

What the setting needs to do to improve further

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

- extend the scope of the assessments of children's learning to include more information about children's progress from entry to enhance parents' and other involved people's understanding of children's achievements over time
- develop further ways to share policies and procedures with parents on a regular basis to enhance their understanding of the provision and make an even stronger contribution to meeting children's needs.

Inspection judgements

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

Children enjoy a varied range of activities that enable them to make good progress in their learning and development. Staff use their knowledge of how children learn to effectively

plan and prepare enjoyable activities that reflect their interests. They involve children in the planning and encourage them to suggest ideas for future activities. As a result, children show a strong sense of ownership and show pride in their achievements. Staff collect observations and make regular assessments of children's progress. These show a clear picture of the activities that children enjoy and can do. However, they are slightly less effective in showing parents and others how much progress children make over time. This means they are not as well informed as possible, in order to support children's learning even further. Staff share children's learning journals with their parents and give them daily verbal feedback. This keeps them well informed about their children's activities in the club.

Books are readily available and children enjoy lounging on comfortable cushions and sofas to read them. Some children watch selected television programmes and gather together to negotiate the programme they want to watch. Younger children enjoy using a good range of pens, pencils and markers. They draw up their own story boards for a play and with support from an adult, make homemade books. Children are confident communicators and enthusiastically have discussions with their friends and adults about their day in school. Staff show their interest and listen carefully, encouraging children to extend their conversations.

Children play with varied construction sets and show their physical dexterity as they join interlocking shapes together to make a secure base for boats, aeroplanes or buildings. Staff show a sensitive understanding of how children express themselves, for example, when children choose to make a gun, they support the construction, focusing on the complicated design and build process, rather than the end product. This inclusive approach enables children to follow their interests and know their ideas are valued. Staff provide children with plenty of sensory experiences and they readily access paint, glue, sand and water. They enjoy using their imagination, making shapes from clay and form pretend vegetables from paper for their 'healthy eating' wall display. All of these activities help prepare children for their future learning.

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

Children have affectionate relationships with staff and build firm friendships with each other. They show kindness to each other, with older and younger children playing together happily. Staff encourage children to respect each other's differences and teach them good, sharing behaviour. Children help to decide on rules and boundaries and manage their own behaviour well. Staff are alert to minor disagreements and help children to consider the needs of others. As a result, the club has a warm and friendly feeling; children clearly feel safe and show a strong sense of belonging. Early years children have an allocated key person, who liaises with parents, teachers and other providers to help new children quickly adjust to their new setting; this eases transitions.

Children play outside when they choose and enjoy freely available physical activities, such as, roller skating, using the trampoline or climbing on the large play equipment. Staff promote active play positively and provide a broad range of enjoyable planned activities,

such as parachute play. All this contributes well to children's physical development and their good health. Snacks offered to children are appropriately healthy, such as, fruit, vegetables, toast and crumpets. Snack time is a pleasant and sociable occasion with children sitting together and talking about their day. Children enjoy the benefits of a developed garden area, where they grow a good range of produce, such as, strawberries, onions and beans. This enhances their understanding and appreciation of healthy foods.

Staff help children develop a good sense of safety. For example, they remind them about safe practises on the trampoline and practise the fire drill with them regularly. Accessible resources indoors and outdoors enable children to make their own choices about their play and learning. Staff provide support when required and have a good sense of when to join in and when to stand back. This develops children's ability to take risks and gives them confidence, which prepares them well for the next stages of their learning.

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

Staff attend child protection training and show a secure understanding of the reporting procedures in the event of child protection concerns. They are fully aware of the events that need reporting to Ofsted, such as safeguarding allegations made against adults in the setting. Any accidents or incidents are clearly logged and parents informed appropriately. Robust recruitment procedures help to ensure staff are suitable to work with children. Induction for new staff is rigorous, enabling them to quickly develop a sound knowledge of their roles and responsibilities. Consequently, children play in a safe environment, where their welfare is given a high priority. Effective staff deployment ensures children are carefully and sensitively supervised, enabling them to explore freely, but still have their safety assured. Staff carry out daily checks of the premises and keep detailed risk assessments that cover all aspects of the provision, including equipment and outings. All of which helps keep children safe.

The club runs smoothly because staff work well together and have a good understanding of their roles. Staff meet together regularly to monitor the activities and ensure they deliver an enjoyable learning experience for all children. The manager holds regular meetings with staff, including annual appraisals, to effectively monitor staff performance. The committee is supportive of professional development, enabling staff to widen their knowledge and develop their qualifications. Consequently, staff teaching skills are strong and they support children's learning well. Effective self-evaluation has enabled the club to improve the quality of the provision and meet the recommendations made at the last inspection. Staff ask children and parents for their views on the activities and resources, which enables them to successfully prioritise areas for future development.

There are good partnerships with parents that contribute well to the club's ability to meet each child's individual learning needs. Parents spoken to at the inspection say their children enjoy coming to the club. They praise staff for their flexibility and reliability, enabling them to go to work confident their children are well cared for. New parents are invited to visit and introduce their children into the club over a period of time, enabling

them to familiarise themselves with the provision. Parents are introduced to the club's policies and procedures on placement and most parents say they know where to find them. However, there are few proactive measures to remind parents about these, for example, when they are reviewed and updated, to ensure all parents have updated and accurate information. This means they are not always fully aware of how the club offers care to children.

The club has well established links with the host school and the pre-school. The settings exchange information frequently about children they share, which helps to secure consistent learning experiences. Staff seek advice and guidance to support vulnerable children, including those with special educational needs and/or disabilities. They work confidently with children, who have complex needs and use their skills, such as Makaton sign language, to help all children communicate and feel included.

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	221650
Local authority	Cambridgeshire
Inspection number	918386
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	81
Name of provider	Earith Kids Club Committee
Date of previous inspection	13/02/2009
Telephone number	01487 841478

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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