

# Ellistown Kids Club

Ellistown Cp School, Whitehill Road, Ellistown, COALVILLE, Leicestershire, LE67 1EN

## Inspection date

25/09/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Staff are effective role models and relationships are strong at all levels. Children are provided with a stimulating environment and a wide variety of experiences to develop their skills and knowledge. They demonstrate good behaviour and respect for each other.
- The manager and staff provide high quality care and learning for the children. The monitoring of all aspects of the club enables them to clearly target and continue to strengthen practice.
- Staff implement effective practices to minimise hazards both indoors and outdoors. Robust safeguarding procedures ensure the children are protected well and feel safe in the setting.

### It is not yet outstanding because

- Links with the school on site are not yet fully developed to provide a complete picture of the children's very good learning and progress to further promote continuity in their learning and development.

## 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 took into account the views of two parents spoken to on the day of the inspection.
- The inspector looked at children's observation files, planning documentation, the club's self-evaluation document and a selection of policies and records.
- The inspector observed activities outside and in the hall and spoke with staff and children.

## Inspector

Julie Dale

## Full Report

### Information about the setting

Ellistown Kids Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Ellistown, near Coalville in Leicestershire. The club runs before and after school, serves the local area and is accessible to all children. It operates from two rooms in a Community Centre within the grounds of Ellistown Community Primary School. There is a fully enclosed area available for outdoor play. The premises are easily accessible as there is a ramp for access.

The club employs three members of childcare staff. All hold appropriate early years qualifications. The club opens Monday to Friday during term time. Sessions are from 7.30am until 8.40am and from 3.15pm until 5.45pm. There are currently 41 children on roll. Children attend for a variety of sessions.

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

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

- enhance children's learning and development by strengthening links with the school on site so that continuity in children's very good progress can be built on.

### Inspection judgements

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

Children are keen and enthusiastic learners as they participate confidently in all the activities and resources available to them. The staff know the children well as individuals and promote their skills, providing challenge and support as needed to encourage independence and confidence. Staff balance the routine of the evening with some time for more structured social interaction. For example, children and staff sit together at snack time and staff support children's communication skills as they talk about their day.

The children in the early years age range have a dedicated key worker who spends a period of time with them each session on specific activities pitched at their level. All staff at the club contribute to the younger children's comprehensive learning journals through skilled, sensitive observations. Staff continuously assess each child's individual abilities and progress and plan more challenge and support when needed.

Staff work closely with parents and share information in confidence about each child's abilities and needs. Parents are kept informed through conversations, detailed reports and

learning and development records about the setting's activities and their children's progress. In this way children's continuity of care and learning is further promoted.

Children are confident and effective communicators. They express themselves freely to adults and peers. The high level of staff involvement in activities encourages children's opinions, vocabulary and language skills. They are also encouraged to listen and respect others. For example, when helping the younger children to understand the rules for playing a game of rounders. Children's active learning is well supported through a good balance of adult-led and child-initiated play and staff teaching is good.

Staff demonstrate a good awareness of how children learn and activities are planned that build on the children's interests. Children's imaginative skills are good. For example, children created their own super hero puppets using the new craft materials that had been delivered, giving them names and making costumes. Staff confidently introduced further resources and children excitedly chose their own favourite character to develop.

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

The club invites initial visits enabling parents to discuss young children's needs with their key person. Staff continue regular contact with parents at the start and end of each session. One parent commented that staff have really good knowledge and understanding of her child's needs. The social experience of snack time offers children the opportunity to be independent as they choose which they would like from the options available. It also provides time for the staff and children to discuss a wide of topics. For example, the discussion which took place after a child asked why they sat at a table as a group for snack. There is a good choice of snacks available with salad and fruit. Children's understanding of healthy eating is further enhanced through growing herbs and vegetables in a raised bed which they sample at snack time.

Keeping children safe is a priority of the club. This is demonstrated through the consistent implementation of good safety practices and how staff encourage children to take responsibility for themselves. Children learn to keep themselves and others safe as they play boisterous games outdoors by observing the established rules set out at the start of the game. Behaviour is good and children adhere to the boundaries and expectations consistently set and managed by staff. Minor disputes are handled with care and sensitivity by staff. For example, a younger child became upset during the rounders game and a member of staff encouraged them to continue to join in and helped them to be successful in the game.

Staff provide opportunities and hold discussions with the children to help them learn about keeping safe and healthy. Children understand why it is important that they wash their hands before they eat in order to prevent germs spreading. Children's dietary and medical requirements are known by the staff at the club and this is documented for quick reference. A parent commented that she felt very confident that her child was safe and well cared for by staff at the club. The staff have begun to develop partnerships with the on site school, however, these are not always as effective as possible. This means

continuity in children's learning and development is sometimes not promoted as effectively as possible.

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

Children are safeguarded well. This is because staff have a good understanding of how to protect children. Good written procedures are in place for staff to follow should they have concerns for a child in their care. The environment is safe and secure. Robust risk assessments completed by the staff minimise hazards to children. Effective recruitment and performance procedures are evident in individual staff files. There are also very good arrangements to support staff's ongoing performance and development. Training has established an extremely well informed and motivated team who meets the needs of all the children for care and learning during out of school hours.

Staff have an in-depth understanding of the Early Years Foundation Stage and are highly motivated to develop the club further. This is demonstrated through detailed and targeted self-evaluation which identifies strengths and areas for improvement. The views of parents and children are collected in a variety of ways to ensure all have an active part in the future development of the club. The staff are supported by the local authority and there is documented progress of improvement and examples of where children's care and learning has been enhanced. This is because the educational programmes are monitored effectively to ensure children's good progress.

Positive relationships are established between the club and parents and carers. Parents spoken to are positive in their comments and value the manager's skills and enthusiasm since the club was taken over. Parents appreciate the flexibility of care arrangements and how much the children enjoy their time at the club. However, the partnership with the on-site school is not yet fully developed to further enhance children's continuity of care and learning.

### **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
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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>	EY461089
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	909210
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Dawn Lesley Gardner
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01530260301

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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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