

K and C Kids Cabin

Snarestone C of E Primary School, Main Street, Snarestone, SWADLINCOTE, Derbyshire, DE12 7DB

Inspection date

Previous inspection date

27/11/2013

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 very 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.
- Effective practices to minimise hazards both indoors and outdoors are implemented. Robust safeguarding procedures ensure the children are protected well and feel safe in the club.
- The managers have put very robust systems in place to accommodate the needs of a wide variety of children with very different skills and knowledge. There are excellent procedures in place to ensure children are safe and parents, the school and pre-school are valued partners in the club.
- Staff provide a wide range of activities and experiences for the children which help the children to make good progress in their learning and development.

It is not yet outstanding because

- There is scope to further promote children's own ideas, thoughts and feelings through creative and imaginative activities.

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 spoke to children from across the age ranges present at the session.
- The inspector took account of parent's views spoken to on the day.
- The inspector spoke to the Headteacher of the school where the setting is based.
- The inspector looked at children's observations files, planning documentation, the settings self-evaluation document and a selection of policies and children's records.
- The inspector met with the managers and observed activities inside the hall.

Inspector

Julie Dale

Full report

Information about the setting

K and C Kids Cabin was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare register. The club is situated in Snarestone in Swadlincote, Derbyshire. It operates from the hall in Snarestone C of E Primary School and has use of their associated facilities such as, classrooms, an information, communication and technology suite and an enclosed area available for outdoor play.

The club employs four members of child care staff who hold appropriate early years qualifications. The club opens Monday to Friday, all year round, before and after school and during the school holidays, with the exception of bank holidays. During term time sessions run from 7.30am until 9am and 2.30pm until 6pm. During the school holiday sessions run all day from 7.30am until 6pm. 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:

- provide even more creative and imaginative opportunities for children to extend their own ideas, thoughts and feelings through music, dance, role play and stories.

Inspection judgements

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

Children are keen and enthusiastic learners, 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 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 key persons who spend a period of time with them each session on specific activities pitched at their level. All staff at the club contribute to the children's comprehensive learning journeys through skilled, sensitive observations. Staff continuously assess each child's individual abilities and progress and plan more challenge and support, when needed. Children are actively involved in developing their learning journeys and younger children are supported as they choose photographs and work to be included in these.

Staff work closely with parents and share information in confidence about each child's abilities and needs. Parents are kept informed through conversations and detailed reports and learning and development records about the settings activities and their children's

progress. In this way, children's continuity of care and learning is further promoted. The staff have very strong partnerships with the on-site school and pre-school and this has ensured that all children are always making good progress in their learning and development and are provided with a good level of challenge.

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. Children cooperate together appropriately, for example an older child helps a younger child to build a marble run across the floor, helping to choose the correct size track and marbles to make the game a success.

Staff demonstrate a very 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 create their own drama and dance routines to music being played in the setting. However, there is scope to improve opportunities for children to extend their own ideas, thoughts and feelings through music, dance, role play and stories.

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

An excellent key person role supports the care of the children. Parents and staff at the school and pre-school are consulted to find out as much about the children as possible, enabling children to settle quickly. Staff continue regular contact with parents at the start and end of each session. Well recorded information is used to assess children's level of development, their interests and general progress in their learning. Furthermore, the key person regularly discusses children's learning needs and progress with parents and teachers ensuring all current activities complement and support each child's current interests and identified next steps. One parent commented that staff have a really good knowledge and understanding of their child's needs.

The social experience of snack time offers children the opportunity to be independent, as they choose what they would like from the options available. It also provides time for the staff and children to discuss a wide range of topics including sharing the children's school day. There is a good choice of snacks available with salad and fruit. Children's understanding of healthy eating is further enhanced through specific topics which promote the importance of healthy lifestyles.

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 games 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. Club values are displayed clearly on the noticeboard and children are rewarded with stickers and prizes for positive behaviour.

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 effectiveness of the leadership and management of the early years provision

Children are safeguarded well. This is because, staff have an excellent understanding of how to protect children. Detailed written procedures are in place for staff to follow should they have concerns about 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 outstanding 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 have been supported by the local authority and there is documented progress of improvement and examples of where children's care and learning has been enhanced.

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 began. Parents appreciate the flexibility of care arrangements and how much the children enjoy their time at the club. The club has developed excellent partnerships with the on-site school and pre-school and children's continuity of care ensures their learning and development needs are constantly reassessed to provide challenge and support.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462142
Local authority	Leicestershire
Inspection number	917512
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	24
Name of provider	K and C Kids Cabin Partnership
Date of previous inspection	not applicable
Telephone number	01530270598

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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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