

Cuba Kids Club

Milecastle Primary School, Hillhead Parkway, NEWCASTLE UPON TYNE, NE5 1LH

Inspection date

Previous inspection date

14/01/2014

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

- Children develop warm relationships with staff; they are happy to be picked up from school and enjoy the range of activities presented to them when they arrive at the club.
- Partnerships with the host school are developing well. As a result, children make good progress as activities and opportunities offered at the club complement their learning in school.
- Children develop a good understanding of the importance of physical exercise and a healthy diet as they are encouraged to access the outdoor area and are provided with a range of healthy foods and snacks.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.

It is not yet outstanding because

- There is scope to extend the existing range of resources in the indoor environment so that a wider range of activities and experiences is on offer to enable children to have greater choice to explore and initiate their own play.
- Opportunities for children to further develop their already very good independence skills at snack time are not always fully promoted.

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 viewed areas of the school accessed by the out of school club, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's online self-evaluation form.
- The inspector observed teaching and learning activities in the main room, including the outdoor environment.
- The inspector took account of written comments made by parents and children on recent questionnaires.
- The inspector carried out a joint observation with the manager.

Inspector

Nicola Jones

Full report

Information about the setting

Cuba Kids Club opened in 2013 and is managed by a partnership. It operates from the community room within Milecastle Primary School in the West Denton area of Newcastle-upon-Tyne. The out of school club serves the local area and is accessible to children who attend the school in which it is based. The club opens five days a week from 3.10pm until 5.40pm, term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age range. There are two staff members working directly with the children, both of whom have appropriate early years qualifications. One member of staff holds qualifications at level 3 and one holds qualifications at level 2. The out of school club 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:

- strengthen and develop the range of resources available in the indoor environment to promote children's very good learning even further
- develop young children's already very good independence even further by allowing them to pour their own drinks and serve food.

Inspection judgements

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

Staff are well-qualified, experienced early years practitioners. They have good knowledge of the Statutory framework for the Early Years Foundation Stage and use this well to support children's learning and development. Children have access to a bright, spacious room where they enjoy a, generally, good range of activities and experiences. As a result, they are happy to attend, following their day in school, and enjoy interacting with staff and older members of the club. Staff support children well as they play. They join in play sensitively, fitting in with children's ideas. For example, staff engage with children in the role play hairdressers, listening and responding well to their thoughts and ideas. This helps children to take on roles in their play and represent their own experiences. Children develop self-confidence when staff recognise their achievements and praise their efforts. They note effort, such as how the child concentrates and listens and responds well to questions.

The quality of teaching is consistently good. Staff fully understand the importance of developing children's communication, language and literacy skills and provide a good range of opportunities for them to express themselves effectively. For example, staff sit with children and share good quality story books. They make good use of questioning and discussion to further children's understanding and develop their thinking skills. This builds upon their existing knowledge and skills, complementing their learning in school very well. Staff provide good opportunities for children to enhance their mathematical skills. They make effective use of routines, such as counting the number of children during the registration period. As a result, children develop a good awareness of number and use them as they play. For example, they count up to 20 and beyond when they walk, supported, along wooden borders in the outdoor area. Staff provide very good opportunities for children to fully develop their physical skills, particularly in the outdoor area. They have full access to school facilities and enjoy a vast range of activities and experiences, such as small and large physical play equipment and exploring the wildlife garden.

Staff assess children's learning on a regular basis. Each child has an individual file containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies next steps in learning. Tracking documentation is in place and staff complete written summaries of learning on a regular basis. This ensures staff have good knowledge of children's individual strengths and weaknesses and know where to provide additional support if required. Good partnerships are in place with the host school children attend and information is shared to ensure learning in the club complements children's learning at school. For example, regular information is shared with the reception class teacher regarding children's learning and development. This is used to inform individual planning for each child. This ensures that continuity is maintained and children's learning and development and welfare needs are addressed well. Parents are encouraged to access their child's file and welcome opportunities to discuss their progress with staff and share example of children's learning at home.

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

The staff team provide a warm and welcoming environment for children, following their day in school. An effective key person system is in place. This ensures children form good attachments and enjoy relationships that are close and supportive and where their needs are well-met. For example, staff recognise the need for children to eat and rest when they are feeling hungry and tired. This supports their physical and emotional development well. Children are happy to attend the club and enjoy socialising with the older children. They sit alongside them during snack time and join them when they play with the toys and equipment. Although the club has only been open for a relatively short period, toys and equipment provided in the indoor environment are appropriate and, generally, meet children's needs well. However, there is scope to extend the existing range of resources in the indoor environment so that a wider range of activities and experiences is on offer. This will enable children to have greater choice to explore and initiate their own play, based on their individual needs and interests.

Children are happy to be collected from their primary school. Staff support the move from one room to another very well. Regular dialogue is maintained between staff and school teachers to ensure information regarding children's learning, development and welfare is shared and all children have their belongings with them. Good quality information is collected from parents before children begin attending. This provides further continuity for each child. All children gather in the reception area of the school, where a register is taken, before walking with out of school club staff into their room. They hang up their own coats and wash their hands prior to the session beginning. This supports their independence skills and promotes their physical well-being. Independence skills are further developed when children select their own equipment from storage cupboards and boxes throughout the session. However, opportunities are missed to develop children's independence skills even further during snack time. This is because children do not always pour their own drinks and serve their own food.

Children behave well in the out of school club. This is because staff provide clear rules and boundaries and children have opportunities to talk about fair and unfair situations and other children's feelings. Positive behaviour extends to the outdoor environment where children are respectful of other adults still working in school. For example, they stand quietly in the cloakroom area, outside the headteacher's office, before leaving the building and moving to the outside area. Staff are vigilant and understand the importance of protecting children in both the indoor and outdoor areas. Children enjoy daily opportunities to access fresh air and use all areas of the school playground. Staff ensure all gates are locked and parents accessing the school premises are directed to the main school reception to collect their children. This helps children to develop an awareness of safety and actively promotes their well-being. Indoors, staff provide very good opportunities for children to develop an understanding of why it is important to have a healthy diet. For example, children enjoy a hot snack, such as pasta bolognese, every session and engage in cooking activities to enhance their understanding of eating fresh, balanced food.

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

The manager and her staff team are developing a high quality out of school club which is welcoming, stimulating and safe. They fully understand their roles and responsibilities in safeguarding children and ensure all necessary steps are taken to keep them safe and well. For example, necessary checks are carried out to ensure all adults in daily contact with children are suitable to do so and any concerns regarding children's welfare are managed effectively. Effective induction and mentoring arrangements, together with clear written policies and procedures, further protect children and ensure they enjoy their learning experience and grow in confidence. Ongoing staff development is encouraged through well-considered and purposeful staff supervision and support is given to undertake further training. This has a positive impact on staffs' knowledge. For example, staff attended training delivered by teachers in the host school to enhance their understanding of strategies to support children's reading. The manager has recently started to monitor the quality of practice and provision provided. As a result, areas for

improvement have been identified, taking into account the views of parents, staff and children. The manager is fully committed to creating, maintaining and improving the out of school club so that it meets the highest standards and offers the best experience for children.

The manager leads a well-qualified and experienced staff team. They use their skills and expertise skilfully to support young children's learning and development. Staff feel supported by the manager and are helped to improve their knowledge, understanding and practice through partnerships with the host school. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. The manager maintains a comprehensive overview of progress tracking documentation in conjunction with the reception class teacher of the host school. This ensures children's needs are quickly identified and well-met through developing partnerships between the out of school club, parents and external agencies.

Although the out of school club has only been open for a relatively short period, partnerships with parents are developing well and are beginning to make a strong contribution to meeting children's needs. Staff are committed to information sharing and organised an open day to invite prospective families into the provision prior to opening. This ensured parents and children were involved in the self-evaluation process from the outset and were provided with opportunities to share their views and shape the provision for the future. Good use is made of information provided by external agencies, such as parent support advisory services, to support children and further meet their individual needs.

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	EY467244
Local authority	Newcastle
Inspection number	930857
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	2
Name of provider	Cuba Kids Club Partnership
Date of previous inspection	not applicable
Telephone number	01912412242

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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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