

Stanford Kidz Klub

Stanford School, Cooper Lane, Laceby, GRIMSBY, North East Lincolnshire, DN37 7AX

Inspection date	17/01/2014
Previous inspection date	08/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Parents feel welcomed and secure about the care provided for their children. Staff have formed positive relationships with children and parents and provide a warm, welcoming and safe environment where children feel confident.
- Some staff in the club also work within the school. This and the key person system supports children with transition into the club and helps them to feel secure. Children's personal, social and emotional development is supported well.
- Children behave well and show care and consideration for others.

It is not yet good because

- Staff do not always have a comprehensive awareness of the Early Years Foundation Stage, to enable them to plan experiences that extend, enhance and challenge children's learning and development to help them make good progress.
- Appropriate support is not in place from the provider to ensure staff are supported and given opportunities for training to develop their understanding of and to fully meet the statutory requirements of the Early Years Foundation Stage.

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 classroom and toured the premises.
- The inspector looked at relevant documentation including qualifications of staff, risk assessments, policies, procedures and the club's self-evaluation form.
- The inspector took into account the views of staff, children and parents spoken to during the inspection and information from parent questionnaires.

Inspector

Ann Hume

Full report

Information about the setting

Stanford Kidz Klub is a committee run provision. It was registered in 2004 and operates from a designated classroom and the school hall of Stanford Junior and Infant School in Laceby, North East Lincolnshire. Children have access to a secure enclosed outdoor play area.

The club is open Monday to Friday, from 7.30am to 8.55am and from 3.30pm to 6pm during term time and from 8am to 6pm during school holidays. It is open for 45 weeks of the year, except for public holidays. The club also offers care to children aged eight years to 11 years. There are currently 40 children on roll. Of these 12 are under eight years and of these four are within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three members of staff, including the manager who work directly with the children. Of these, two hold a qualification at level 3 in play work. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff are supported and given opportunities for training to develop their understanding of and to meet the statutory requirements of the Early Years Foundation Stage that will help them to plan, enhance and extend learning opportunities to sustain and support children's achievements over time
- implement consistent supervision and appraisal arrangements for staff to ensure that they are supported to further develop and monitor continuous improvement within the setting that supports children's learning and development.

Inspection judgements

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

The setting provides a relaxed atmosphere, enabling children to settle quickly and to independently make choices about the activities they wish to take part in. For example, a table is set up for a baking activity. This is as a direct result of children adding it to the planning earlier in the week. As a result, children show excitement and are eager to join in. During the activity the staff member uses some appropriate teaching methods to support children's learning and understanding. She introduces mathematical language

through discussion around texture and number and provides clear explanations so that children know what is expected of them, such as to be careful near the oven as it is hot. Children discuss their own safety and the positive interactions by staff supports children's confidence to engage in conversations. This promotes their language and communication skills and complements the learning taking place in school.

There are some written observations that record what the children are doing while in the club but these are not completed regularly enough and do not link to future planning to help children make the best progress. The children are involved in completing the planning for the week's activities. However, the planning does not provide opportunities to enhance, extend or challenge experiences to fully support children's learning needs effectively. Staff establish positive relationships with children and readily give praise and encouragement. Consequently, children are developing sound personal, social and emotional skills.

Parents spoken to during the inspection say that they are happy with the setting and those relationships with the staff are strong. Staff are interested in what children have to say and encourage them to share experiences with their peers. Older children support the younger children in activities. For example, children design patterns with beads which are very intricate. An older child explains the next stages in the process. This supports children's critical thinking skills and reinforces learning. Children are happy to talk with the inspector about what they like to do at the club and one child writes a letter, supported by an older child for the inspector detailing his preferences.

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

Staff are friendly, approachable and are positive role models. The key person system helps children and parents form secure relationships. This enables children to develop stable emotional attachments with staff in the club. All of the children attending the club also attend the school and are familiar with their surroundings. A staff member in the club also works within the school; therefore, they know the early years children well and this supports information sharing and updates about the children's care and individual needs. As a result, children are prepared for transitions from the school to the club. The key person takes responsibility for children in their care and provides consistency and continuity of care for children.

Children's behaviour is good and is well managed by staff. The use of positive reinforcement, praise and encouragement gives children clear messages and boundaries that promotes a good understanding of differences and promotes respect for others. Cooperative relationships with peers promotes social interaction and playing in small groups, further develops a positive and friendly environment. The ground rules for the club are clearly displayed on the wall and the children have contributed to these, which enables them to be involved in managing their own behaviour. Children are encouraged to share, use their manners and be respectful. As a result, they play and interact well together. Children learn about keeping safe as they discuss being careful near the hot oven, as they take part in a baking activity. Children make their own way to the setting

through the school and contact with school staff has a focus on sharing information with parents.

Daily risk assessments are completed and regular fire drills help to maintain children's safety. First aid, medication and accident reporting and recording requirements are met to secure children's safety and well-being. The setting employs three staff members who are suitably deployed to supervise children. This allows children to move safely and independently within the setting.

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

All staff have a good understanding of their responsibility in meeting the safeguarding and welfare requirements to keep children safe. They understand their responsibility to ensure children are protected and cared for in a safe and secure environment and they have accessed relevant safeguarding training. They help to keep children safe by, for example, asking visitors to show identification and to sign in and out of the club.

Staff and parent noticeboards provide a wealth of information and include the Early Years Foundation Stage, Ofsted information and certificate, policies and procedures. Details of the seven areas of learning are displayed and activities to support these are detailed. Staff have not acted upon the previous recommendation from the last inspection to access training to support their knowledge and understanding of the Early Years Foundation Stage. They have accessed first aid, food safety and safeguarding training, which ensures the safety of the children. However, staff have not accessed training to support and promote development with the early years children. As a result, current planning and opportunities to enhance and extend learning for the early years children is not fully developed.

The club provides a newsletter and questionnaires to parents to promote a two-way flow of information. Parents comment favourably on staff, which are welcoming and approachable and state that sometimes their children do not want to go home. Staff work well together and understand their roles and responsibilities and new staff are supported by a thorough induction process. However, performance management processes do not consistently support all staff as the manager has not had an appraisal for two years. Suitability checks have been completed on all staff. The setting has completed a self-evaluation and areas for development are identified. However, this has not been fully effective in supporting continuous improvement in the club for children. The quality of teaching and learning is not evaluated or monitored effectively to ensure the areas of learning are effectively implemented. Staff work with school staff to help continuity in children's 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
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	EY298799
Local authority	North East Lincolnshire
Inspection number	820185
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	40
Name of provider	Stanford Kidz Klub Committee
Date of previous inspection	08/06/2011
Telephone number	01472 239 832

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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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