

# Our Kids Club

Prudhoe West County First School, West Road, PRUDHOE, Northumberland, NE42 6HR

## Inspection date

12/03/2014

Previous inspection date

09/05/2013

## 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

- Children clearly enjoy their time in the out of school club. Partnerships between the staff, children and their parents are positive, friendly and relaxed. This helps children to feel confident and settled at the club and promotes their emotional well-being.
- Staff demonstrate a sufficient knowledge and understanding of safeguarding procedures. This is combined with appropriate procedures to keep children safe inside and outdoors as staff closely supervise them, ensuring they are within sight and hearing. Consequently, children are cared for in an environment that appropriately promotes their safety and well-being.
- Staff provide an appropriate balance of adult-led and child-initiated activities in a suitably organised environment. Children are able to select their preferred choice of play after a long day at school.

### It is not yet good because

- Self-evaluation lacks rigour, is not fully embedded and does not include the views of staff, parents and children. Therefore, strengths and areas for development are not clearly identified and actions for improvement are not precisely targeted.
- Children are not always given enough responsibility to promote their growing independence and confidence to do things for themselves at snack time.
- Children do not always have sufficient opportunities to explore living things and learn about the natural world by using additional resources in the outdoors.

## **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 school library, ICT suite and outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Anthea Errington

## Full report

### Information about the setting

Our Kids Club was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates within Prudhoe West County First School, which is situated in Prudhoe, Northumberland, and is managed by a private provider. The club serves the local area and is accessible to all children. It operates from an open-plan hall and library and there is a fully enclosed area available for outdoor play.

There are four members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 3 and two staff hold qualifications at level 2. The club opens Monday to Friday from 7.40am until 8.40am and 3pm until 6pm during term time, and from 8am until 6pm in the school holidays. Children attend for a variety of sessions. There are currently 200 children on roll, eight of whom are within the early years age group.

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

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

- foster a culture of mutual support and continuous improvement that includes using the views of parents, staff and children effectively to reflect on and critically analyse practice so that there is a greater focus placed on targeting improvements that will raise the overall quality of the setting
- improve the educational programme for personal, social and emotional development by giving children regular responsibility for helping to prepare, serve and clear way snacks, in order to fully support their growing independence and build confidence in their ability to do things for themselves.

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

- enhance the use of the outdoors so that children have rich opportunities to investigate the natural world or observe things closely through a variety of means, such as using magnifiers.

## Inspection judgements

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

The manager and staff have a suitable understanding of the Early Years Foundation Stage. Children who are in the early years age group are allocated a key person, who is currently

the manager of the club. She is responsible for carrying out observations of children within the early years age range, working with parents and liaising with teaching staff in order to gain an understanding of children's individual interests and stage of development. However, as the club has only recently implemented this procedure, observations and assessments of children are still in their infancy. This means that sufficient time has not passed for these systems to be fully embedded into practice for all children. Nevertheless, the manager is aware of children's interests and is clear of targets set to support their learning further. For example, she plans counting activities to further develop children's understanding of numbers and supports the main aspects of children's personal, social and emotional development through close supervision and interaction.

Staff members generally support children's learning well and display some good teaching techniques. For example, they encourage the children to count the flowers they have made and use mathematical language, such as 'big' and 'small', to further support children's understanding. Children eagerly join in with a game of bingo, which provides them with further opportunities to develop their understanding of numbers and counting. Staff support children well as they play imaginatively. They join in play sensitively, fitting in with children's ideas. For example, children choose to draw a treasure map using the chalks outdoors and discuss with staff where they might place the treasure. This provides them with good opportunities to practise their writing skills, in addition to developing their imagination and creativity. Children work well together in groups and support one another as they develop their fine motor skills while cutting. They happily share and take turns and are able to listen to requests made to them to support them in their task. For example, staff sensitively explain where the fold in the paper is, which enables them to complete the task successfully. Young children love to explore and gather leaves outdoors. They peer into the leaves and discover a small spider; however, the lack of resources, such as magnifiers, prevents them in making sufficient discoveries to sustain their interest, explore living things and learn about the natural world.

Staff talk to the parents on a regular basis when they drop off and collect their children. They discuss the activities their children enjoy and the manager shares the progress children in the early years are making with regard to their learning. Written information is displayed for them on the club's noticeboard. Parents spoken to at the inspection were enthusiastic and positive with regard to the care their children receive.

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

Staff gather relevant information at the start from parents and children about their likes and interests, and the club provides a warm, welcoming environment for children to have fun in. Staff are both calm and caring towards them. The key person system for those children in the early years age group has recently been implemented, which helps young children to feel safe and secure. This ensures that smooth transitions are appropriately supported. Children's behaviour is good and the positive use of praise and encouragement promotes children's sense of value and boosts their self-esteem. Young children love to do a 'helpful task' and glow with pride as they are praised for their achievements in tidying up. Children display kindness and concern towards each other and happily share and take turns. For example, older children display their thoughtfulness towards younger members

as they present them with cards they have made for them. This in turn helps younger children to feel included and valued, and supports their developing personal, social and emotional skills.

Children are becoming aware and responsible for their own safety. They happily tidy away activities to ensure safe floor space and line up sensibly to move indoors and outdoors. Timely gentle reminders from staff, such as reminding children not to balance on chairs, further support their understanding of keeping themselves safe. Ongoing risk assessments ensure accidents are minimised to further promote children's safety. An appropriate range of resources for both indoor and outdoor activities are mostly available for the children and they operate independently as they make choices from them. However, there is room to improve opportunities for children to consistently help to prepare and serve snacks, in order to build on their developing sense of responsibility and doing things for themselves in line with the skills they need as they move on up through school.

Staff understand the importance of promoting children's good health. They provide an adequate range of snacks, which generally take into account children's likes, while promoting a suitable range of healthy foods. For example, children choose between sandwiches and wraps at snack time and have access to regular drinks. Children show familiarity with the provision and the routines, for example, they independently wash their hands prior to snack time; this also promotes their good health. They are provided with regular opportunities to be physically active and access the outdoor yard enthusiastically, where they play with a range of resources including balls, bats and skipping ropes.

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

The manager and staff members demonstrate a sufficient understanding of the safeguarding and welfare requirements, which ensures children are appropriately protected. They know who to report any concerns to and there is a safeguarding policy in place to support their practice. Staff members ensure that children are closely supervised at all times, both indoors and outdoors, to ensure their safety, and a record of visitors to the club is maintained. In addition, written risk assessments and a daily risk assessment checklist are completed. Effective recruitment and vetting procedures are followed and Disclosure and Barring Service checks are undertaken for all staff prior to starting work at the club. The ongoing suitability of staff is monitored through the manager carrying out supervision sessions with them. In addition, she monitors staff performance on a daily basis while she works alongside them, which results in any concerns about their performance being addressed.

Since the last inspection when the club received a number of actions to improve, the management and staff team have worked hard to meet some of these. For example, staff supervision and yearly appraisals have been implemented and the manager has assigned herself as the key person who works with the children in the early years age group. This demonstrates some commitment to improvement. However, the manager and staff members have not sufficiently focused on the importance of mutual support and reflective practice in driving continuous improvement, and self-evaluation is not fully effective in

gathering the views of staff, parents and children in order to make overall improvements that will further raise the level of children's achievements. Satisfactory monitoring of the educational programmes ensures that a suitable range of experiences are planned and provided to help children make progress, although there is scope to build on some of these, particularly in relation to further supporting children's outside discoveries and promoting their confidence in doing things for themselves.

The club generally works well with parents and teaching staff within the school. The staff team exchange information about the children's interests and gain information about the topics that children cover at school to ensure that they can extend the children's learning while at the club. Parents receive copies of the club's key policies and procedures at the start, and informal discussions provide an overview of the activities that their children participate in during their time at the club. Parents express their appreciation of the club and are happy with the care and activities provided by the staff. They state staff are friendly and supportive and the club provides them with the flexibility they require. Relationships with other professionals, such as speech and language therapists, involved with children are suitably established and contribute in supporting children's overall learning and welfare.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY382770                 |
| <b>Local authority</b>             | Northumberland           |
| <b>Inspection number</b>           | 954535                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 24                       |
| <b>Number of children on roll</b>  | 200                      |
| <b>Name of provider</b>            | Joanna Kennon            |
| <b>Date of previous inspection</b> | 09/05/2013               |
| <b>Telephone number</b>            | 07799 331 080            |

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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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