

# Chameleon Kids Club

Richard Lee Junior & Infant School, The Drive, COVENTRY, CV2 5FU

## Inspection date

Previous inspection date

30/04/2014

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 are provided with a warm, welcoming and stimulating learning environment in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources that support their learning and development.
- Staff encourage children to be independent and develop confidence as they listen to them and positively support their interests.
- Staff know their roles and responsibilities well and are fully aware of all the policies and procedures of the club. This helps to safeguard children.
- Successful partnerships between staff, parents and school have been established. Information about children is shared daily, this allows staff to pass on relevant information to parents.

### It is not yet outstanding because

- There is scope to enhance the already good partnership between the club and school by consolidating information to further support children's 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 observed children's activities in the indoor and the outdoor learning environments.
- The inspector held a meeting with the manager and business owner and spoke at appropriate times to staff and children throughout the session.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation.
- The inspector took account of the views of parents spoken to on the day and spoke with the reception teacher from the host school.

## Inspector

Linda Newcombe

## Full report

### Information about the setting

Chameleon Kids Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register as a limited company. It operates from a room within Richard Lee Primary School in Coventry. The club also have the use of the school hall, outside play area and adventure playground. The club serves the host school and is assessable to all children. The provision employs four staff members all of whom hold appropriate early years qualifications at level 3 or above. The club opens Monday to Friday term time only, before school club runs from 8am to 8.50am then the after school club runs from 3.15pm to 5.30pm. Children aged from four to 11 years can attend the setting. There are currently 36 children on roll, of whom six are in the early years age range.

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

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

- enhance relationships with the school to gather more in depth information about children's achievements to maximise on their learning.

## Inspection judgements

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

All staff have a good understanding of how to support children's learning and development. As a result, they plan activities that are developed from children's interests and motivate them to learn. The environment is warm and welcoming for all children who attend. There is a good balance of activities, offering children a free-play approach, which promotes active learning. This provides children with opportunities to make their own choices of what they wish to play with. This supports children to remain focused, interested and have fun at the club. For example, children play imaginatively in the role play area, run off energy outside or relax and read a book in one of the comfortable areas. Staff involve themselves in children's play and activities to support children securely and they provide challenge to their learning. For example, children enjoy making moulds with plaster of paris, which they are excited about painting once they have dried.

Staff know children well and are mindful that children have been at school all day. Therefore, they plan activities that complement the teaching in school. Staff sit and chat with children as they play, talking to them about what they are doing and asking questions. This encourages children to use their language skills and to develop their vocabulary through routine conversations. Books are displayed in an attractive way that generates children's curiosity and are easily accessible to them. Children engage in activities effectively and remain focused for long periods of time. They make choices from a range of art and craft materials and use their imaginations to create unique designs.

Children use problem solving and construction resources. For example, they join together large jigsaw pieces to create different shapes. Outside, children play imaginatively together, developing their own narratives and pretend games, while other children enjoy more physical play. For example, they enjoy running and kicking with a ball, while negotiating obstacles that get in the way. Children continue to develop their skills at the after school club and are making effective progress to support their future learning.

Staff find out about children to ensure that they meet their individual needs. They gather relevant 'all about me' information. This includes details, such as, family, favourite toys and activities, which help staff to establish children's interests. Initial observations made by staff, combined with the information collected from parents, help staff to identify children's starting points. As a result, staff can provide for children's individual needs when they first start and consequently, they settle quickly. Parents are provided with good information about their children's achievements and enjoy verbal contact with staff daily. Parents spoken to on the day of inspection say they are happy with the care that their children receive. Each child has an individual learning journal; these include photographs and examples of their work. In addition, staff also maintain detailed observations and assessments files. These are all linked to the areas of learning and are used to identify the next steps in each child's development. As a result, children are making good progress towards the early learning goals and they are well-prepared for the next stage of their learning.

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

Children are very relaxed and comfortable in the club. They display warm relationships with staff and each other, chatting away happily and engaging in cooperative play. Staff support children to make a smooth transition from their classroom to the club as they offer initial settling-in visits to ensure children are familiar with staff and the surroundings of the club. This helps children settle quickly into the routine of the club. Staff are good role models to children as they are polite and calm. They constantly use sensitive reminders and positive encouragement and praise with children. This helps to build their confidence and self-esteem. As a result, all children are very polite and manage their own behaviour well. Children are confident in expressing their needs and own play ideas, asking for specific games or toys. This shows children's increasing independence in making decisions about their own play and learning.

All staff know children well and some also work within the school. They talk about children with genuine respect and care. As a result, children's personal likes and dislikes are fully respected. Staff value children's backgrounds and encourage them to value each other and celebrate their differences. Children learn about the wider world through playing with resources that reflect positive images, such as books and dressing-up clothes. They take part in activities and learn about different festivals and celebrations. This contributes to children's well-being and promotes their sense of belonging. Children display a clear awareness of responsibility within the setting. For example, children delight in opportunities to help staff, for example, by offering to lay the table for snack.

The club are very good at promoting parent partnerships and gathering information to support children's emotional well-being. This ensures that children's individual requirements are known, understood and consequently, their needs are fully met. For example, they have printed 'all about me' information in children's home language. Children enjoy spending time outdoors in the fresh air and take part in activities to develop their physical well-being. For example, they enjoy climbing and balancing on the adventure playground. They eat healthy snacks, such as fresh fruit and fresh drinking water is easily accessible. Snack time is a social occasion; children sit together with their friends to enjoy their food and each other's company. They learn skills to develop their growing independence as they have opportunities to pour their own drinks and butter their own bread. Children and staff regularly practise fire drills. This helps to support an awareness of their own safety and the safety procedures in place at the club. Children are encouraged to follow good hygiene routines and are competent at managing their personal needs. Consequently, they gain essential skills and attitudes to support their future development and learning.

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

The club is well-organised and effectively led and managed. Staff demonstrate a clear understanding of safeguarding issues and the procedures to follow. Management have secure systems in place to monitor and audit staff's knowledge of child protection. Robust recruitment procedures ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. For example, policies and procedures, risk assessments and documentation underpin good practice. All visitors are required to sign the visitors' book to further safeguard children. In addition, children are supervised well both indoors and outdoors. This ensures children learn in a safe environment without restricting their development.

The manager and staff have a sound understanding of the learning and development requirements relevant to their club. The club has a clear vision for the future. Staff value and respect the views of both parents and children as part of their self-evaluation process. For example, parents and children are encouraged to complete questionnaires to express their views. These are evaluated and used to develop both practice and provision. Staff are committed and passionate about providing the best possible care and learning for children. They demonstrate a commitment to continuous improvement. All staff hold appropriate qualifications and their performance is monitored through regular meetings and supervisions. Regular opportunities to develop staff knowledge and skills are offered through attending training courses. All mandatory training is completed, such as first aid and safeguarding. This means children benefit from continuity and consistency to ensure their well-being and learning needs are met.

Partnerships with parents and carers are good. Staff have worked hard to build trusting relationships with parents and parents value the club and what it offers their children. Staff liaise closely with the host school to ensure that that children's daily needs are met and that all information between club, school and parents is shared. However, there is

scope to enhance this relationship further by gathering more in depth information about children's achievements in school so staff can maximise children's learning. The leadership team demonstrate a good understanding of monitoring and evaluating their service. For example, they receive and act upon support and advice provided by the local authority. Staff are committed and enthusiastic; they work closely together to develop ideas for continual improvement.

### **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

<b>Unique reference number</b>	EY471602
<b>Local authority</b>	Coventry
<b>Inspection number</b>	940534
<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>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Kelco Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07547794340

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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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