

Superkids

Kingsmead Primary School, Dukes Way Kingsmead, Northwich, Cheshire, CW9 8WA

Inspection date

23/05/2014

Previous inspection date

04/12/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Partnerships with parents are well established. This means that information sharing is of good quality and this has a positive impact on the well-being of the children.
- Staff provide a warm, welcoming and safe environment, where children feel secure and make good progress in their learning and development.
- All staff are aware of the possible signs and symptoms of abuse and have a clear understanding of child protection procedures. Therefore, children are effectively safeguarded at all times.
- The club and the school share information about children and topics that are covered in the classrooms. This means that children's learning complements the learning that takes place in school.
- Leadership is good. The manager has a strong commitment to continuous reflection, review and improvement and as a result, all children benefit from positive learning experiences.

It is not yet outstanding because

- Although, systems for peer observations and peer support are in the early stages of development, there is scope to embed these opportunities to support staff's professional development, in order to raise children's attainment to the highest level.

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 main room and outside.
- The inspector looked at a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of views of parents and carers spoken to on the day.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection when appropriate.

Inspector
Yvonne Holt

Full report

Information about the setting

Superkids was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a private provider and operates from designated areas, including an enclosed outdoor area, the hall and one main room at Kingsmead Primary School, Northwich. The club operates Monday to Friday, from 7.30am to 9am and 3pm to 6pm, during term time only. There are currently 64 children on roll; of these, six children are in the early years age range. The club employs five members of staff who work directly with the children, all of whom have a relevant childcare qualification at level 3.

What the setting needs to do to improve further

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

- embed the system for peer observations and peer support to provide even more opportunities to support staff's professional development, in order to raise children's attainment to the highest level.

Inspection judgements

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

Children use a stimulating range of resources, both indoors and outside in all weathers. They make good use of the school hall when available, where staff and children interact in group games that promote good social skills between all age groups. There is a good balance of child-initiated and adult-led activity and staff know when to allow play to flow and when to intervene to extend learning. For example, staff encourage children to play in mixed age groups during role play. Therefore, very young children play alongside the older children forming good relationships and developing confidence. They value what children say and are happy to take time to offer explanations to those who ask questions or need help with problem solving. This supports children in extending vocabulary and gaining the confidence to speak up to voice their opinions and ask questions among older children and adults.

Children enjoy being outdoors. There are extensive playing fields and the playground is always available. Resources are varied and easily accessible to the children for self-initiated play, both indoors and outdoors. For example, children practise their writing skills with a range of materials and in the outdoor area, they develop their coordination skills as they confidently use bicycles, steering to avoid collision. Staff support children in developing their physical skills outdoors. Children learn it is good to stay fit and be healthy. This provides children with the opportunities to explore their physical play and extend their thinking. Staff interact with the children well, encouraging conversation and positive play experiences. For instance, some children show a particular interest in building

work taken place recently, so they are encouraged to use small bricks to make structures resembling the work being carried out. Staff interacted with the children throughout, talking about what they have seen and encouraging their imagination further. This helps the children to build on their imagination using real life experiences and they develop their communication skills.

Staff liaise with the host school and they share information about children's learning. Staff observe children, so that they know about each child's interests. They use this information to plan activities that support children's learning and complement the learning that takes place in school. This means that children continue to make good progress in their learning and development. Staff seek out information about topics covered in the classrooms. This means that topics covered at school can be extended and continued in children's self-initiated play. For example, children have recently watched a play performed by children in the junior class and they enjoy re-enacting the story by dressing-up in the imaginative role play area. Parents are encouraged to be partners in learning and to share information about children's progress at home. They are very happy to do this on an ongoing basis and as a result, staff have a more complete picture of each child's learning and development, which means that children's individual needs are met.

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

Staff are enthusiastic, motivated and work well together as a team. They aim to serve the children with a homely, well-run out of school provision where their welfare and learning needs are met well. The key person system is in place with well-established relationships between children and adults. This ensures that children benefit from the care and attention of staff and are happy to leave their parents and socialise with their peers. Children of all ages mix together happily and older children are very considerate of the needs of the younger ones when they are playing together. Consequently, children develop as independent, confident learners. Staff are aware of children's need to relax after school and provide a quiet area where they can sit and read or talk with friends. This means that children enjoy a positive and happy time at the club.

Staff provide a varied snack menu and children are encouraged to contribute towards this with their ideas. This enables staff to discuss the benefits of eating healthy food and talk about how to stay well. Also, children are provided with continuous access to outdoor play where they are encouraged to take part in physical play. This creates a supporting nurturing ethos about decision making. Consequently, children become clear about why they need to eat a balanced diet and take part in physical exercise. Good hygiene procedures and practices ensure that children are kept free from infection. For example, hand-washing routines are well established and help children to develop good habits effectively. As a result, children have a good understanding about how to stay healthy and confidently manage self-care.

Staff have a good understanding of how to keep children safe. Children are encouraged to take some risks in their play and provided with reminders and explanations to ensure they recognise why they need to follow rules and routines. This supports children to develop the skills to risk assess for themselves. For instance, children are reminded to tell a

member of staff before they go to the toilet and are aware of the club's rules reminding each other of the boundaries. Children also understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. Staff are very good role models and consistently implement high expectations of children's behaviour in line with their policy. This results in children displaying good behaviour and being happy and secure. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting. This is reflected in the daily practice and creates an environment where all children are welcome.

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

Children are effectively safeguarded because all staff have a clear understanding of child protection procedures. They know what procedures to follow should they be concerned about a child in their care. Children use premises that are safe and secure and they are supervised well at all times. Rigorous daily safety checks are completed and recorded and written risk assessments are conducted and cover all aspects of the indoor and outdoor environments. Staff routinely verify the identity of all visitors and have robust procedures in place for the safe arrival and collection of children. Policies and procedures are regularly reviewed and updated to ensure that they underpin current practice.

Effective procedures for the recruitment and vetting of staff are in place, together with good guidelines for the induction of new staff. This ensures that all staff are suitably qualified. Management do monitor through observations to support staff with the delivery of good teaching. However, there is scope to embed the system to provide more opportunities for peer observations, in order to support staff's professional development. This is in order to raise children's attainment to the highest level. Self-evaluation is good and the staff strive to ensure that they continue to improve the provision, in order to promote good learning outcomes for children.

Partnerships with parents are well established. The daily exchange of information ensures that children's changing needs are consistently met. Parents speak highly of the club and comment that staff provide 'great resources' and that there is a 'lovely atmosphere with lots of creative play'. Displays are informative and all policies and procedures are available to parents. The manager and staff fully understand the importance of working in partnership with others involved in the daily care of the children to ensure continuity in their 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	EY290989
Local authority	Cheshire West and Chester
Inspection number	861398
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	64
Name of provider	Teresa Ann Clark
Date of previous inspection	04/12/2008
Telephone number	07849 825 818

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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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