

Big Katt Club at Newcomen Primary School

Newcomen Primary School, Trent Road, Redcar, Cleveland, TS10 1NL

Inspection date	09/06/2014
Previous inspection date	11/06/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The effective teaching in the club contributes significantly to the good progress children are making in their learning and development. Staff provide a wide range of fun and stimulating activities which are planned with children's interests in mind.
- The positive partnerships with parents and early years teachers mean that there is continuity of learning between the setting, home and school.
- Staff are knowledgeable about how to keep children safe. They follow comprehensive safeguarding procedures and risk assessments to ensure that children are supervised and protected at all times.
- Staff provide a welcoming, friendly environment where children have lots of fun after school and during school holidays.

It is not yet outstanding because

- There is scope to extend the range of resources and activities to develop children's understanding of difference and similarity between themselves and others even further.
- Staff do not always take the opportunity to enable children to move freely between the indoor and outdoor environments so they can choose where they wish to play and so their physical development can be promoted further.

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 care in the childcare room.
- The inspector spoke to the manager, staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through written feedback, questionnaires and conversations during the inspection.

Inspector

Lindsey Pollock

Full report

Information about the setting

Big Katt Club at Newcomen Primary School was registered in 2003 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is one of several childcare provisions owned and managed by the Tiny Turners Nurseries group. It operates from its own building next to Newcomen Primary School in Redcar, Cleveland. An outdoor area is available. The club is open Monday to Friday from 7.30am to 9am and from 3pm to 6pm during term time. During the school holidays the setting is open Monday to Friday from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 36 children on roll, of whom 12 are in the early years age group. The club employs two staff. Both have appropriate early years qualifications at level 3. There is also a bank of supply staff to provide cover if needed who are employed by the Tiny Turners Nurseries group. The setting 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:

- build on the resources and activities that raise children's awareness and appreciation of the similarities and differences between themselves and others, and among families, communities and traditions to further develop their understanding of equality and diversity
- extend the opportunities for children to make choices about where they wish to play and to enhance their already good physical development by enabling them to move freely between the indoor and outdoor environment.

Inspection judgements

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

The quality of teaching in the club contributes to the good progress that children are making in their learning and development. Activities are very much based on children's ideas and interests and on complementing their learning in school. During school holidays when more time is available, staff further extend children's learning by taking them on trips and outings. Each child has their own progress record, where staff record observations and details of their key child's interests and developmental needs. Staff consider the outcomes of activities and plan for the next steps in children's learning. This process is overseen by an Early Years Professional to ensure the children's next steps in learning are fully supported. As a result, children are fully engaged and building on the skills they need be successful learners in school. Parents say they are well informed of their child's progress and know they can see their development files at any time. They say

that they feel the club helps their child to learn, for example, with reading and writing skills. Staff ask for information about what children have been doing at home so they can use this when planning activities. This shared approach successfully contributes to the good progress children make.

Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions. They encourage children to express themselves and initiate conversations with their peers and staff. Circle time at the beginning of the session gives children the opportunity to exchange the news of the day with their peers. This helps to build good relationships and teaches children about respecting others. Staff provide a good range of art and craft resources and activities, such as, paint, junk modelling and drawing materials, which children use to create models, pictures and collages. They know that some children love writing and drawing so ensure there is a wide range of materials available so they can do this freely. Staff recognise that some children are tired after a long day at school and provide areas where they can sit and read a book or play quietly. Additionally, there is a quiet area where children can complete school homework if they choose to do so. The environment is bright, welcoming and well organised. There is a wide range of resources which are accessible to children so they can independently make their own choices. The environment is rich in print, labels and numbers which supports children's literacy and mathematical development. Staff plan occasional activities to celebrate special events, such as Chinese New Year, and provide some resources to raise children's awareness of diversity. However, these do not fully help children to explore the similarities and differences between themselves and others, and among families, communities and traditions, so they gain a better understanding of the world.

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

There is a happy atmosphere within the club resulting in children being relaxed and at ease. Staff welcome children warmly and take care to find out about their likes and dislikes before they start, so they can help them settle quickly into their care. Children are encouraged to visit with their parents so they become familiar with the environment and with the staff and children. The key-person system works well in ensuring individual needs are met. However, children are equally comfortable with all staff and approach them confidently. Parents say their children enjoy coming to the club and that it is sometimes difficult to persuade them to leave.

Staff manage children's behaviour well. Rules and boundaries are in place and staff deal with any unacceptable behaviour in a consistent, developmentally appropriate way. As a result, children know what is expected of them and there is a calm, friendly atmosphere. Children are polite and helpful and know how to behave in group activities. For example, during a story session they listen carefully and respect each other's space. Staff are good at building children's self-confidence and awareness. They encourage children to 'have a go' at doing things for themselves, such as preparing their snack, and give them lots of praise. Consequently, children are confident to try and do things for themselves and are developing good self-esteem. Staff teach children about how to keep themselves safe.

They talk to them about road safety and strictly enforce rules for this when children are returning from school and when they go on outings. They include children in evacuation practices so they understand what to do should an emergency occur and remind them about safe behaviour in the club.

Staff are helping children to develop a good understanding of why it is important to have a healthy diet. They do this through planned activities and daily discussion. Children enjoy cutting out pictures of healthy food from magazines to create their own 'eat well' plate. This demonstrates their increasing understanding of what constitutes a healthy diet. Staff invite visitors into the setting, such as an oral hygienist, to reinforce children's learning of how to keep themselves healthy and well. Staff ensure that children are taken out to play at each session so they can benefit from the fresh air and use the outdoor equipment. However, although the playroom has direct access to the garden, staff do not always take advantage of this by making sure the door is open throughout the session. As a result, opportunities to further promote children's physical development are missed and children do not always have the option to choose where they wish to play.

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

The leadership and management of the club is good. This ensures the requirements of the Early Years Foundation Stage are successfully met. The manager and staff have a clear understanding of their role in ensuring children are protected and safe from harm, including the procedures they should follow if they have a concern about children's welfare. They are supported in this by their colleagues within the Tiny Turner's Nursery group. Robust recruitment procedures are followed to ensure staff are suitable. These include carrying out appropriate checks, such as those completed by the Disclosure and Barring Service, and by checking the qualifications and experience of individuals. The premises are checked daily and the club completes detailed written risk assessments to identify potential dangers to children. Outings are also fully risk assessed to ensure children's safety. Parents say they are confident that their children are safe while in the care of the staff. They say there are good procedures in place to ensure the premises are secure and for the safe collection of their children. The manager works with an Early Years Professional from the nursery group to monitor the learning and development provision. Together, they ensure the systems for planning and assessment help children to make good progress while they are at the club.

The staff team are keen to develop and improve the provision. Actions made at the last inspection were addressed quickly and thoroughly to ensure children learn and develop well and are kept safe. For example, staff immediately completed first-aid training to help safeguard children and they consulted with the Early Years Professional to help them promote children's personal social and emotional development. They continually evaluate the service they provide. This includes taking into account the views of children and parents whose views are sought through questionnaires and verbal feedback. Their suggestions are welcomed and help to shape the provision. For example, menus are changed when children express their dislike of malt loaf and additional information is

displayed following requests from parents.

Partnerships with parents are positive and these successfully promote the welfare of children. Parents speak highly of the club and of the staff and say they would recommend it to other families. They say that they are happy with communication and appreciate the staff's willingness to liaise with their children's schools and pass on messages from teachers. Staff endeavour to build partnerships with the other early years provision that children attend and are constantly seeking ways to work together with them to ensure continuity in children's 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	EY246443
Local authority	Redcar & Cleveland
Inspection number	924948
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	36
Name of provider	Tiny Turners Nurseries Partnership
Date of previous inspection	11/06/2013
Telephone number	01642 775588

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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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