

Cambridge Kidclub @ Meridian

Meridian Cp School, Harbour Avenue, Comberton, CAMBRIDGE, CB23 7DD

Inspection date

12/06/2014

Previous inspection date

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 take part in a broad range of activities, both indoors and outdoors, while at the club. This means that they enjoy their time in a relaxed, friendly atmosphere.
- Partnership with parents is effective. Staff work closely with parents to ensure that children's care needs are met during the sessions. As a result, there is good continuity of care between home and club.
- Staff demonstrate good understanding about the signs and symptoms that might cause concern about a child's welfare and how to report such concerns. Consequently, children's safety is promoted.
- There are good self-evaluation procedures in place which include feedback from staff, parents and children. As a result, the club leader and manager have an accurate awareness of the club's strengths and areas for development.

It is not yet outstanding because

- Staff do not make consistent use of open-ended questions to extend children's learning and encourage them to think for themselves.
- There is scope to extend the programme of training to build upon the knowledge and skills of newer members of staff.

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 indoor and outdoor areas.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the club leader and the manager.
- The inspector spoke to staff and children throughout the inspection as necessary.
- The inspector looked at children's assessment records, planning and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the leader's evidence of self-evaluation.
- The inspector took account of the views of parents and carers provided through questionnaires.

Inspector

Anne Bell

Full report

Information about the setting

Cambridge Kidclub @ Meridian was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom in Meridian Primary School in Comberton, Cambridgeshire. Children have access to the school playground and field. The club serves the local area and is accessible to all children. The club opens Monday to Friday during school term times. Sessions are from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently six children attending who are in the early years age group. The club employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- make more consistent use of open-ended questions to extend children's learning and encourage them to think for themselves
- extend the programme of training to build upon the knowledge and skills of newer members of staff.

Inspection judgements

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

Staff have a secure knowledge of how to complement children's learning and development within a play-based environment. They interact supportively with children, modelling language and providing explanations. However, there is scope to make more consistent use of open-ended questions to extend children's learning and encourage them to think for themselves. Staff carry out observations of children's activities and then use this information to plan further activities that build on children's identified interests. Each early years child has their own learning journey which includes observations of their learning and photographs of their activities. When children start attending the club, parents fill in an 'All about me' form which gives staff the information they need to plan an enjoyable experience for each child. This promotes a good partnership with parents and ensures continuity of learning and care for each child.

There is a good range of resources and equipment that children can use indoors and outdoors. Children make their own choices about their activities and freely choose from the resources available. Staff place reasonable time limits on popular resources, such as

the technology toys. This ensures that all children can have a turn and that the children experience a range of opportunities. There is a clear routine in place, which is displayed for children and parents to read. As a result, children know what to expect, including when snack time will start. Children are busy and engaged during their time at the club. They enjoy relaxing on beanbags with their friends at the start of the session. This allows them time to unwind and encourages their social skills. Their physical skills are promoted well in the large outdoor area, where they play football, use the climbing apparatus and explore water play and shaving foam. Staff show good awareness of when to support children's activities and when to allow them to develop their own ideas. As a result, children are active learners who confidently explore their environment. There are several displays that reflect the languages and backgrounds of the children in school. This teaches children to value and respect other cultures and to learn about backgrounds that are different from their own.

Parents are given a good range of information about how young children learn, so that they can support children's learning at home. They can discuss their child's progress with staff at any time. Parents are encouraged to participate in activities and to bring in their skills, such as cooking, from home. The children follow their interests as they choose their own activities. This allows them to benefit from open-ended resources and to set their own challenges. They explore water, making it sprinkle and pour into paddling pools. They learn about texture as they squeeze shaving foam between their fingers and spread it over surfaces. They take part in a range of craft activities, using brushes to paint onto glass and making collages with different textures and materials. This helps children to develop their creativity and their physical skills. They use pens and pencils to write and draw, thereby developing their literacy skills. The good range of activities, together with the emphasis on promoting children's independence, prepares children well for future learning.

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

Children are happy and relaxed in this friendly club. Staff demonstrate warm, positive relationships with children. As a result, children's well-being is promoted. Children of different ages play alongside each other, with older children helping and including younger children in their activities. This means that the atmosphere is harmonious and children display good levels of confidence. Children work together to decide upon club rules, which are then displayed for everyone to see. As a result, expectations are clear and behaviour is good. The club has its own children's council, consisting of a representative from each year group. The council meets to discuss issues of importance to the children. This helps children to develop a sense of responsibility. It also means that children's well-being is promoted as they have a point of contact with someone of their own age. Staff work effectively with parents to ensure that children's care needs are met. For example, parents and staff discuss the needs of younger children who are developing independence around using the toilet and then put in place a routine that is consistent at home and in club. Consequently, children are supported well to develop their self-help skills.

All early years children are allocated a key person. Names and photographs of key persons are displayed for parents and children to see. Key persons know their children well and are responsible for their overall care and well-being. Staff place a high priority on teaching children how to keep themselves safe. Children wear high visibility jackets when playing on the field, so that staff can distinguish them easily. Children discuss safety issues with staff as they arise, such as how to use knives safely when preparing snacks and chopping fruit. Children manage their own risks by ensuring that they do not go onto the school playground unless there is a member of staff present. Staff teach children about the importance of healthy eating by providing fresh fruit and healthy snacks each day and through displays that show children how to maintain a healthy diet. Children's independence is promoted as they pour their own drinks at snack time and make their own choices about sandwich fillings and fruit. The large outdoor area gives children the opportunity to enjoy the benefits of fresh air and exercise each day.

There is a good settling-in procedure in place where younger children are collected from their classroom by a familiar member of club staff. New children are allocated a 'buddy' to introduce them to the club. These approaches support children's confidence and wellbeing as they become accustomed to a new situation. This support for children's emotional wellbeing, along with their developing independence and decision-making skills, prepares them well for their future schooling.

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

There are good safeguarding procedures in place. Staff clearly describe the signs and symptoms that would cause them concern with regard to a child's welfare and the procedures they would follow to report the matter. This means that children's welfare is promoted. There are robust recruitment procedures in place, including checks to ensure that all adults working with children are suitable to do so. There are good policies and procedures in place to ensure children's health and safety, including regular risk assessments on the premises and for outings. All staff are expected to undergo first-aid training. This ensures that children's health and safety are well promoted.

The club leader monitors the activities that are provided for children and ensures that key persons are providing suitable care and learning opportunities for their early years children. She deploys staff effectively, so that all areas are appropriately supervised and children are kept safe. Staff are clear about their roles and responsibilities and this information is displayed for parents to be aware of. All new members of staff undergo induction training, which ensures that children receive a consistent approach from all staff. There is regular appraisal and supervision for staff. This gives staff an opportunity to raise any concerns with regard to children's welfare and progress and to improve their own effectiveness. There are good training opportunities available for staff, which have been attended by the more experienced staff. However, there is scope to extend these training opportunities to newer members of staff, to build on their existing knowledge and skills. The club manager and leader are making good use of self-evaluation methods to identify

the club's strengths and areas for development. This includes the completion of the local authority's quality framework. This information is used to improve standards and outcomes for children.

There is an effective partnership in place between the club and the neighbouring school. Club staff meet regularly with the school governors and headteacher to discuss relevant issues. This good communication ensures that there is continuity of care and development for children. Staff have established good relationships with parents. Parents, along with their children, are encouraged to contribute to the club's self-evaluation by completing questionnaires and giving verbal feedback. Children also use a suggestions box to pass on ideas they have to improve their time at the club. Staff take on board the feedback they receive and use it to review and improve the provision at the club.

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	EY451895
Local authority	Cambridgeshire
Inspection number	897099
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	52
Name of provider	Cambridge Kidsclub Limited
Date of previous inspection	not applicable
Telephone number	07960412716

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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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