

Coalbrookdale Kids Club

Coalbrookdale & Ironbridge C of E School, Dale End, Coalbrookdale, TELFORD, Shropshire, TF8 7DS

Inspection date	11/06/2014
Previous inspection date	04/11/2011

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		1
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

- Teaching is good. The staff of the club have a good understanding of children's needs and interests and they use this knowledge to provide stimulating activities, which drive children's learning.
- Children are very happy, confident and motivated to learn. They feel safe and show very high levels of independence. Children develop strong and caring relationships with each other and with the staff who care for them.
- Staff have a good understanding of their roles and responsibilities in relation to safeguarding children. Rigorous and clearly written policies and procedures are in place to ensure the safeguarding and welfare of children.
- Children have consistency and continuity as there are very effective partnerships between the club, school and parents and carers. They have a high degree of trust in the staff of the club.

It is not yet outstanding because

- Children's learning files do not always clearly identify their starting points. As a result, initially adult-planned activities focus mostly on children's interests and sometimes not on developmental or learning needs.

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 club rooms.
- The inspector had a meeting with the supervisor and the head teacher of the host school.
- The inspector undertook a joint observation with the supervisor of the club.
- The inspector looked at children's records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including self-evaluation records.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Sheila Riddall-Leech

Full report

Information about the setting

Coalbrookdale Kids Club was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three designated rooms on the first floor within Coalbrookdale and Ironbridge C of E Primary School in Coalbrookdale, Telford, Shropshire. It is managed by a committee. The club serves children who attend the host school. There is access to an outdoor play area. There are four members of staff who work with the children. Of these, two hold appropriate early years qualifications at level 3. The club opens Monday to Friday during the school term. Sessions are from 7.30am until 9am and from 3.20pm until 6.30pm. Children attend for a variety of sessions. There are currently 40 children on roll, of whom six are in the early years age range. 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:

- enhance the children's learning files, for example, by including clear information about their starting points, so that staff can initially plan activities based on development and learning needs as well as children's individual interests.

Inspection judgements

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

Teaching is good; staff support children well and use adult-planned and child-initiated activities to extend their thinking, interests and learning in a range of interesting ways. For example, staff and children are actively involved in producing resources to support the football World Cup. Children research each country's team colours and decorate bunting appropriately. They confidently count and use mathematical language, such as more or less, bigger and smaller as they purposefully discuss and respond to questions from staff. As a result, children are active and fully engaged in their learning. Effective questioning, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, children engage in imaginative play in the role play area, pretending to bandage injuries and staff support their play very well. As a result, all children's communication and language are supported well and they confidently engage in purposeful conversations with each other and the staff.

Staff show genuine and purposeful interest in children's play and interactions. As a result, relationships between children and staff are exceedingly positive, warm and strong. Children are very happy, confident and have high levels of independence. They are highly active and motivated learners. They freely engage in many independently selected activities, which they sustain for long periods of time. For example, a small group of

children create a model with a construction set. They enthusiastically encourage each other, take turns and successfully share resources with obvious enjoyment. Staff recognise the children's achievements with meaningful praise and encouragement and take digital photographs to share with others. Staff challenge children to develop their skills and extend their learning. For example, children are encouraged to independently use a range of tools and different resources to decorate cards for Father's day. Observations of children are completed to identify their needs and interests. These are supported by digital photographs and cross-referenced to the areas of learning and development. However, children's starting points are not always clearly identified in their learning files. As a result, initially adult-planned activities focus on individual children's expressed interests, such as the World Cup, but not always on their development or learning needs. Learning files for all children are started as the child begins attending the club, mostly using information provided by the parents. Staff use their knowledge and understanding of the children, together with some recorded information, to develop weekly plans. The plans are matched to children's interests. As a result, children are making good progress. Children's learning file provides a good reference to share with parents.

The club operates from upstairs rooms and the grounds of the host school. These provide large spaces for children to explore, investigate, move and develop their physical skills, independence levels and confidence. There are good outdoor areas, such as an environmental garden area, open areas to investigate and explore. These offer scope for many different activities to develop children's skills and learning, across all ages. Children move up and down the stairs with care and control and show good understanding of how to keep themselves safe. Children's transitions between the club and school are very well supported. There are frequent conversations between class teachers and club staff. As a result, children's needs are given priority and they are well prepared for future stages in their learning. Parents are warmly welcomed into the club by the staff and have frequent exchanges of information. There is an extensive range of high-quality resources, which are freely available for the children, including a new kitchen area. As a result, children engage in a wide range of self-chosen activities, both inside and outdoors, which interest and motivate them.

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

Children's personal, social and emotional development are very effectively supported within the club. This enables children to form very strong and caring relationships with their peers and the staff. Children care for each other and show high levels of tolerance. For example, they wait patiently and with good humour, while children hang up their possessions before registration. Staff and children welcome late-comers to the session with enthusiasm and ask them interesting questions about their after-school activities. An effective key person system is well embedded and all staff know the children very well. As a result, children show a real sense of belonging; they feel safe and have an especially well developed sense of trust. For example, children cuddle into familiar adults as they arrive and receive loving and sensitive responses as they discuss their school day. Staff are exemplary role models for the children. They treat them with great respect and loving care. Children have developed the rules for the club in meaningful discussions with staff and made an attractive poster to display them. As a result, children show very high levels

of awareness of the reasons for the rules and consequently, they have a good understanding of how to keep themselves safe. Boundaries within the club are very sensitively reinforced by staff, which ensures that children are safe and cared for in first-class ways. As a result, behaviour is exceptionally good and children respond positively to instructions and directions.

Staff ensure that a very clean and highly organised, attractive environment is provided. They give children time to develop their own play activities, at their own pace. Staff support children in very effective ways to develop good hygiene practices, to prevent the spread of infection. For example, children respond quickly and positively when asked to wash their hands before snack. A dietician has visited the club and talked to children about healthy diets. As a result, children are provided with a range of healthy and nutritious snacks. Some children bring their own nutritious snacks from home. Drinking water is freely available. All children are fully independent in their personal hygiene routines. The inside rooms and outdoor environment give children abundant spaces to move around freely, explore and extend their physical skills.

Staff work highly effectively as a team and share information about children's care needs and interests. There are very high levels of consistency and continuity and as a result, parents are very well informed about their child's needs. Staff ensure that they tailor the children's care according to their needs and ages. They place exceptionally high emphasis on getting to know children's preferences and interests. Highly purposeful conversations take place between staff and children, to identify their needs and interests and to plan and gather their views on the club's activities. For example, the children's meeting takes place before each staff and committee meeting. This means that staff can respond effectively to children's views on the club's activities. As a result, children are very involved in their club. Their opinions are highly valued and acted upon and as a result, they are motivated by the very interesting and highly innovative opportunities and experiences available to them.

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

The leadership and management of the club are good. There is an effective management committee made up of staff, parents and the head teacher of the host school. The principles of the club promoted by the committee are ones where children are the centre of everything they do and staff have high aspirations for each child. There is a positive 'can do' attitude across all areas of the club. Staff are very enthusiastic about the club. The committee is very well organised in all aspects of its work. All of the staff team comply with all aspects of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are very well supported by the head teacher of the host school who is also the designated safeguarding person for the club and a member of the management committee. There are numerous, very thorough and clearly written policies and procedures in place to ensure the safeguarding and welfare of children. These are implemented effectively to ensure children's safety and welfare. All staff know and fully understand their roles and responsibilities in relation to safeguarding children. There are effective, robust and rigorous recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. All the required policies and procedures,

including risk assessments and emergency evacuation practices, are in place. These are regularly reviewed by the management committee.

The majority of the staff are appropriately qualified and this contributes to the good quality of the provision. Training and staff development are given high priority. All staff are actively encouraged to access training opportunities, in order to extend and support children's learning and development. Staff show a strong commitment to the care and well-being of all children and are supported well by the management committee. As a result, staff show good understanding of ways to support and extend children's learning and thinking in all areas. For example, staff praise children's efforts and achievements in a variety of ways using words, such as 'fantastic' and 'brilliant' instead of 'good', which helps to develop children's vocabularies. They use gestures and genuine enthusiasm to inspire children. Staff performance is monitored through an appraisal system and staff meetings. They have a good understanding of the educational programme and ensure the positive environment and good teaching methods contribute to children's development and learning. Staff have started to track children's achievements and monitor their progress from their starting points, but this is not yet embedded across the club. There are clear and achievable improvement plans in place. These are accurate, realistic and challenging and are developed through discussions with staff, children and through parents' feedback. For example, one member of staff is currently studying for a foundation degree in early years services. As a result, new observation and tracking methods have been introduced. Recommendations from the last inspection have been met in full. This demonstrates a good capacity for further improvement.

Parents and carers are very positive about the service provided by the club. They are very well informed about the club through newsletters and by the very approachable and friendly staff. Parents provide detailed information about their child before they start at the club and as a result, staff can plan appropriate and supportive activities to help them settle. Frequent discussions with staff enable information to be shared about children's care and activities. Partnerships with the host school are very strong and effective. As a result, children develop confidence and they are well supported in the club as they prepare for the next stages in their 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	208187
Local authority	Telford & Wrekin
Inspection number	871174
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Coalbrookdale Kids Club Committee
Date of previous inspection	04/11/2011
Telephone number	01952 432090

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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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