

Cool Kids Club

Wheatley C of E Primary School, Littleworth Road, Wheatley, OXFORD, OX33 1NN

Inspection date	26/06/2014
Previous inspection date	11/11/2010

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

- Staff keep children safe through the implementation of a range of policies and procedures that contribute to promoting and safeguarding children's welfare.
- Children are happy, well behaved and have good relationships with the staff who care for them. Staff work effectively with parents to strengthen this aim.
- The club values the children's ideas. A strong democratic process of letting children choose what is available has a positive impact on children's self esteem and sense of self worth.
- Children of all ages play well together and older children are excellent role models to the younger children, encouraging and supporting them, and ensuring they can access all activities on offer.

It is not yet outstanding because

- Whilst there are good systems of staff appraisal in place, staff are not yet accessing a full range of training in order to constantly improve their practice and keep up with new developments and ideas in child care.
- Information from observations of children at play are not securely linked to the identification of children's next steps in learning.

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 spoke to parents and children and took into account their views.
- The inspector and manager conducted a joint observation of children at play
- The inspector sampled documents including policies, registers, and children's records of their learning.
- The inspector spoke with the manager, a committee member and staff at appropriate times throughout the inspection.
- The inspector had a tour of club's building and outdoor area.

Inspector

Natasha Crellin

Full report

Information about the setting

Cool Kids Club registered in 1990. It is a committee run group operated by parents. The provision offers a breakfast club, after school club, and holiday play scheme for school-age children living in Wheatley and the surrounding areas. The club is based in its own building in the grounds of Wheatley Primary School. The club is open during term time from 7.30am until 8.30am and 3.00pm until 5.30pm. The playscheme operates during most school holidays from 8.30am until 5.30pm. There are currently 58 children on the register, including children over the age of eight years. The number attending all aspects of the group varies constantly. The club building includes a large activity room, a small room for quiet time, a work room, a kitchen and toilet facilities. Children also use the large outdoor playground areas of the school which house a tennis court, children's playground area and football fields. The club is run by seven permanent and qualified members of staff, three of whom have early years qualifications to level 3, two at level 2 and two unqualified. They are supported by students. There is wheelchair access and disabled toilets on the premises.

What the setting needs to do to improve further

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

- clearly identify the next steps for children following observations, to ensure they are making good progress in their learning
- enhance the programme of professional development to ensure staff are continually improving their knowledge, understanding and practice.

Inspection judgements

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

Children who attend the club are offered a variety of well-planned and exciting activities that meet the needs of all age groups in the club. Children enjoy planned special days such as making soup over a pit fire, constructed with a bush craft specialist. They benefit from everyday activities such as making crafts, play dough, painting, drawing, playing sport and playing with board games and interactive games on computers. Children also enjoy regular access to a forest school area where they can use rope swings and play in the trees. Staff interact well with children as they play and show a genuine interest in what they are doing. This means children are well supported as they play and their learning and emotional needs are quickly met. For example, an adult holds elastic loom bands, allowing a younger child to thread the pieces together, ensuring the child can participate fully and achieve the task. Children are actively encouraged to express their

views on the club and they are frequently empowered to make decisions about how the club is run. For example, children decided on ideas for how grant money could be spent and voted on the most popular choice. This gives children a real sense of ownership in the club, empowering them and developing their decision making skills.

Staff observe children in their play, which means they get to know their interests well. Staff use this information to plan activities that engage and excite children. Next steps for children's learning are not formally identified, however, and so it is difficult to measure if children are making continued good progress. Despite this, staff have an excellent knowledge of children's needs and how to engage them in stimulating play.

Staff are skilled in questioning and extending children's thinking skills which encourages their language development. Staff know that eye contact and modelling clear, correct sentences are important for children's language development. They speak to children by lowering themselves to their level and looking to their faces as they speak clearly. Older children are positive role models to the younger children, encouraging them to join in their activities and encouraging them to have a go. For example, older children playing football openly welcome a four year old to join them, passing the ball and encouraging their participation with positive praise and encouragement. This boosts the child's self-esteem and they play together for an extended period of time, enjoying each other's company.

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

Children's individual key person who has overall responsibility for their care has a good understanding of each child's need for individual care. Children's welfare is of great importance to the caring staff team who ensure children are settled and happy in the club. Children have a well-planned settling-in period which reflects the needs of each child. Parents and staff share information about the child's likes and dislikes, ensuring they feel comfortable as they begin their time in the club.

Children are developing a good understanding of how to keep themselves safe. For example, they regularly practise fire evacuations so children are well prepared in the case of an emergency. Children clearly describe that they need to 'Go in a line to the field.' Staff follow stringent routines for escorting children from the main school to the club building, ensuring all children are accounted for and safe at all times.

The club environment is bright and stimulating with resources stored at children's height, so they can access them freely. Children in the early years age range have their own area and young children can move between this area and the rest of the provision throughout their time at the club. There is a good range of toys and materials for children to explore and children know where things are stored. they make good use of resources demonstrating confidence and independence. Children have an opportunity to make use of dressing up and the kitchen role play area which is well-resourced with toy food, pots and pans to stimulate their creative play.

Children share sociable snack and meal times which are healthy and fresh. Children of

mixed ages chat to each other while they share a platter of mixed fruits outside, and form good friendships. The snack menu is balanced and nutritious, helping children to develop healthy eating habits. Children regularly enjoy cooking and a good balance of healthy and treat foods allow children to understand the importance of a balanced approach to healthy eating. Milk and water is available at all times for when children feel thirsty. Parents are actively encouraged to provide healthy lunchboxes when children attend for full days in the holiday club.

Thorough risk assessments cover all areas of the premises, activities and resources. Good health and safety routines are carried out by staff before children arrive, ensuring the areas are safe for children to explore and play. Staff supervise children well and allow them to take appropriate risks such as roasting marshmallows on a pit fire, on long sticks, while well supervised.

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

The staff team demonstrate a good understanding of their responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. All staff have completed safeguarding training and as a result, they are confident in their knowledge of child protection issues. Robust policies and procedures are thoroughly implemented, such as the policies for vetting and inducting new staff to ensure they are suitable to work with children.

The club has implemented an effective system of staff supervision. Staff have six monthly one-to-one supervisions with the manager and targets are set collaboratively to help focus on individual professional development. Staff attend many statutory courses such as first aid and safeguarding courses to underpin good practice. However, there are fewer opportunities to attend courses that develop their interests or fill specialist needs for the setting to further support children and ensure the provision is continually improving.

The staff and committee, made up of parents, have a close working relationship which fosters good self-evaluation. The manager and committee have worked closely with the local authority to promote a culture of reflective practice and improvements are apparent since the last inspection. For example, the clubhouse has recently undergone various improvements such as an investment in new toys and redecoration, ensuring a welcoming and fresh learning environment. The committee and staff have identified areas for further development such as expanding the committee to ensure the future of the club. This ability to reflect on practice demonstrates an ambition to drive continuous improvement of the club.

Partnerships with parents and professionals are a real strength of the club. Staff are friendly and approachable and parents feel they can approach staff with any concerns they may have. This ensures issues are addressed quickly and information is shared well. Parents can access many forms of communication from the setting including regular newsletters, information on the website, emails, letters, a parent information board and

daily face-to-face communication. Feedback from parents demonstrates they are very happy with the activities provided, and the caring relationships the staff have with their children. One parent reported there is 'a very child centred ethos in which my child is safe and happy.'

The club has strong working relationships with the head teacher, special needs coordinator and early years staff at the main school. The club also frequently meet with the local preschool and children's centre staff, ensuring children with special education needs and/or disabilities are well supported. As a result of these strong partnerships, children have a consistent approach which supports their development and contributes to them feeling secure as they move from preschool and school to 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	134330
Local authority	Oxfordshire
Inspection number	842942
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	58
Name of provider	The Cool Kids Club Committee
Date of previous inspection	11/11/2010
Telephone number	01865 876395

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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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