

# South Cave Kids Club

South Cave Primary School, Church Street, South Cave, Brough, North Humberside, HU15 2EP

<b>Inspection date</b>	07/08/2014
Previous inspection date	21/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The children are safeguarded and kept safe and healthy through robust policies and procedures, which are understood and followed by all members of staff.
- Teaching is effective and planned activities interest and challenge the children, and strongly supports good progress in their learning and development.
- Partnerships with parents are firmly in place. Parents and children's views are valued by the staff and they are included in the planned experiences for the children.
- The leadership and management effectively reflect on quality. The manager has clear, well-thought strategies that will support the continued improvement of the club.

### It is not yet outstanding because

- Partnerships with other settings, in which children spend more time, are not yet strong enough to complement the learning in the club.
- Noise levels inside can occasionally distract children who are trying to concentrate on their chosen activities and impede children who wish to relax.

## 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 looked at documentation, including children's learning journeys, staff planning, qualifications and suitability checks and club policies.
- The inspector observed the children and staff engaged in a range of activities, in the club room and in the outdoor area.
- The inspector spoke to children and parents to obtain their views on the club.

## Inspector

Rose Tanser

## Full report

### Information about the setting

South Cave Kids Club is an out-of-school provision that is privately owned and managed. It opened in 1995 and operates from a mobile classroom situated in the grounds of South Cave Primary School, in South Cave, East Yorkshire. The younger children share access to a secure, enclosed outdoor play area and older children also have supervised access to the school playing field. The club is open Monday to Friday, from 7.45am to 9am and 3.30pm to 6pm during school terms and from 7.45am to 6pm during school holidays. The children who attend during school terms are all from South Cave Primary School. During school holidays, however, children are accepted from a wider catchment area. There are currently 115 children on roll. Of these, 78 are under eight years and 20 are within the Early Years Foundation Stage. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 10 members of staff who work directly with the children. Of these, there is one member of staff who has Qualified Teacher Status and four with childcare qualifications at level 3 or play worker qualifications.

### What the setting needs to do to improve further

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

- strengthen the partnerships with other settings in which children spend more time, to complement the learning that the children receive at the club
- ensure that noise levels inside are monitored, so that all children can concentrate on their chosen activities, or can spend time relaxing in a calm environment.

### Inspection judgements

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

The children all enjoy a broad range of activities that are provided in the club, inside and outside. The staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They ensure that the younger children have opportunities to enjoy stimulating activities that are appropriate for their age. Staff regularly observe children to find out what they know and what holds their interest and use this information well to plan the activities at the club. They ask for the children's views on the planned activities to evaluate how interesting they are for the children. The staff also ask the children to give their ideas for enhancing their experiences at the club. The staff plan themed weeks for the holiday clubs, where the children have the opportunities to learn new skills and knowledge. For example, there is a visit from a librarian, where the children listen to stories about the Loch Ness monster. This motivates them to construct their own monsters out of recycled materials, finding different ways of joining things together and combining

materials.

The staff track children's progress through their observations and interactions with them. The younger children have learning journeys, which contain written observations and photographs that are linked to the seven areas of learning, showing their progress towards the early learning goals. The staff effectively use these to ensure that children are making good progress across all areas of learning. They provide appropriate support if they observe that a child is making less than expected progress in any area of learning. The children are supported to be active learners and the staff promote their thinking skills through skilful questioning. As a consequence, children have good opportunities to share their thoughts and ideas. The children are well supported with their future learning, including school.

Parents are involved in their children's learning from the start. The staff request information about children's interests and learning so that they can accurately identify children's starting points. The staff ensure that they talk to parents daily about their children. They share valuable information on children's learning and this supports parents to identify further learning at home. Parents can look through children's learning journeys, with their children, at any time, as they are always accessible in the children's individual drawers. This provides opportunities for parents and children to reflect upon their learning and children can see the progress they have made over time. This strongly supports children to see themselves as effective learners, which promotes their motivation and self-confidence.

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

The club has a key person for every child in the early years age group. The key person ensures that the children settle quickly and that strong, caring relationships are created with the children and their families. As a result, children feel emotionally secure and develop good levels of independence and confidence. The staff are good role models, joining in with the children's play and encouraging children to play together cooperatively. This promotes children's good behaviour and develops their social skills. The staff plan activities, for example, hat making, when the children work together to make their own hats and then have a parade where they can all share and enjoy their creations. The environments, inside and outside, are stimulating, with a broad range of resources and activities for the children who attend the club. They enjoy opportunities to be physically active in the well-resourced outdoor area. There are places for children to be quiet and relax, inside and outside. However, occasionally, the levels of noise inside make it difficult for some children to concentrate or relax.

All the children are encouraged to play outdoors, promoting their physical well-being and giving them opportunities to be active in ways that interest them. They know the rules about boundaries and follow them, which ensures they are well safeguarded. The staff plan physical activities, such as dancing, football and rounders and join in with the children, promoting good practices with regard to exercise. They recognise and explain to children when they need to rest or to seek shade on a hot day. They talk to the children about the effects of exercise on their bodies. As a result, children begin to develop a good

understanding of how to be healthy. Meal times are sociable occasions, when the children sit together and chat to each other. The children are asked to contribute to the menus and this presents suitable opportunities to teach children about healthy foods and drinks.

Safety forms a high priority of the club. The children are kept safe because the staff ensure that any risks have been identified and measures are in place to minimise them. The children learn about taking risks, for example, on the outdoor climbing equipment. The staff talk to them about possible risks when they attempt new challenges. This supports the children to think about the risks involved and promotes their independence. The children behave well and any conflicts are well managed so that children understand how their behaviour affects others. The strong focus on children's emotional security, from the key person, means they are well supported during transition times. The staff value the children's views about what they want to do and incorporate them into the planning. As a result, children know that the staff listen to them and this supports children's emotional well-being.

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

The manager ensures all children are protected and kept safe through policies and procedures that are rigorously followed. The staff understand and follow the systems that are in place to ensure the health and safety of children. The manager has regular staff meetings where there are opportunities to discuss these and communicate any changes, due to new legislation. All staff are checked to ensure their suitability to work at the club. The manager follows safe recruitment guidance when appointing new staff. Newly appointed members of staff are mentored effectively through their induction period. All staff know what to do if they have concerns about children's welfare. Most staff have a current paediatric first-aid qualification and can deal effectively with minor accidents. Risk assessments are robust and effective safety measures are in place to ensure the indoor and outdoor environments are safe from hazards, which further safeguards children.

The manager organises meetings, which focus on meeting the needs of the youngest children that attend the club. As a consequence, the staff understand how to plan for these children, as well as the older children that attend. The manager monitors the planning to ensure that all staff have high expectations of the children. Therefore, children make good progress in their learning and development. The manager and staff have worked hard since their last inspection and successfully implemented all of the recommendations that were made previously. The manager has clear, well-thought strategies that will support the continued improvement of the club. She seeks the views of everyone that is involved in the club, including the governing committee, parents, children and staff. This fosters strong partnerships and ensures that planned improvements come from all stakeholders in the club.

The club has good partnerships with parents. There is a dedicated parents' board in the club, which gives information about the Early Years Foundation Stage. Parents are invited into the club for a 'listening hour', where they can spend time finding out about how their children are enjoying the club. However, partnerships with other settings and schools,

where children spend more time, are not yet robust enough to foster a shared approach to learning that complements the experiences children have in both settings to the maximum potential. The club receives good support through the partnership they have with the local authority and through their membership of the 4Children organisation.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	314719
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	868261
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	115
<b>Name of provider</b>	South Cave Kids Club Committee
<b>Date of previous inspection</b>	21/10/2010
<b>Telephone number</b>	01430 424858

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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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