

# Cool Kids After School Club

Portway Infant School, Woodlands Road, Allestree, Derby, Derbyshire, DE22 2HE

<b>Inspection date</b>	20/10/2014
Previous inspection date	23/09/2008

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

- Children thoroughly enjoy their time at the club because they have ample opportunities to initiate their own play and take part in well-planned, varied activities.
- Staff have a good overview of children's needs through the effective use of clear processes for assessing and monitoring individual children's development. Consequently, children are well supported through highly effective, targeted interventions to make good progress.
- Children benefit from positive interactions with staff who skilfully challenge and extend their thinking to build on what they already know and can do.
- Partnerships with parents and the host school are successful. Good information is effectively shared, meaning that children's emerging needs are well met.
- Robust policies and procedures to safeguard children are fully implemented by staff. This means that the welfare of the children is well promoted at the club.

### It is not yet outstanding because

- Staff do not always make the best possible use of mealtime routines to further develop children's already good self-help skills.
- Some children do not have an enhanced understanding of good hygiene practices. This means that on occasions, when accessing snacks, some children do not wash their hands.

## 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 the children as they played in the indoor and outdoor areas of the club.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector carried out a joint observation and held meetings with the club manager.
- The inspector viewed a sample of documentation, including the policies and procedures of the setting and evidence of staffs' qualifications and suitability checks.

## Inspector

Elaine Tomlinson

## Full report

### Information about the setting

Cool Kids After School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Portway Infant School in the Allestree area of Derby and is privately managed. The club serves the host school and is accessible to all children. It operates from the school hall and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 5 and one with an Early Years Degree. The club opens Monday to Friday during term time only. Sessions are from 7.30am until 8.45am and 3.25pm till 6pm. Children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The club supports a number of children with special educational needs and/or disabilities.

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

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

- increase opportunities for children to be involved in the preparation and serving of their own meals to further enhance their good self-help skills
- enhance children's understanding of good hygiene practices so that they routinely wash their hands before they eat meals and snacks.

### Inspection judgements

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

Staff at the club provide children with a broad range of activities and experiences, which have been thoughtfully planned and arranged to consider the interests and developmental needs of the children. Children have ample opportunities to initiate their own play and learning and are very well supported to make good use of the activities provided. Subsequently, they thoroughly enjoy their time at the club. Staff use a good range of teaching methods to support children as they play. Staff are skilled at stepping back and enabling children to discover and explore for themselves. They effectively play alongside children guiding them by asking questions, such as, what if and why, to encourage thinking. Likewise, staff make suggestions to challenge and develop children's play. For example, staff introduce different sized balls into a throwing game. Therefore, children are supported effectively to make progress. Furthermore, staff respond to children's individual needs and adapt activities with success to ensure that all children make the most of the resources. Consequently, children are well supported to build on what they already know and can do, in preparation for their next stage of learning.

Children at the club are confident communicators, sharing their thoughts and ideas readily with staff and their peers. Staff model good examples of language and introduce new words into play through activities, including spelling games. In addition, staff encourage children to sound out letters phonically and support children to build words. This supports their reading skills. Staff ensure that mark-making materials are readily available throughout the club, and children's emerging writing skills are well promoted. For example, children write on forms and folders during role play games including, schools. Therefore, their early literacy skills are well supported. Children use their imagination as they participate in a variety of role play activities and enjoy dressing up in costumes, such as, animals. They express themselves freely during craft activities. Staff encourage this by providing a vast assortment of creative materials. They motivate children to explore different paint effects and children show their delight as they discover new things including, the effect that wax has on paint. The session is well organised to ensure that children are able to pursue their own learning and ideas in an environment that suits them best. This means that children are well supported to make the most of the equipment available. As a result, their all-round development is effectively promoted. Outside, older children organise games, such as, throw and catch. Staff play alongside younger children as they make use of the painted numbers on the floor. They encourage children to build on mathematical concepts including; more or less and sequence objects according to size. Therefore, children's mathematical development is well promoted. Furthermore, staff ensure that there are numerous opportunities to promote children's physical development. For example, children skilfully hold bats as they negotiate how to hit the ball and balance on blocks and climb on play structures.

The key-person system helps to ensure that children's needs are well met. Staff speak with parents when children start at the club to gather information about children's individual needs. They ask parents to complete an All about me booklet so they gain some understanding of children's likes and dislikes. This helps staff to plan initial activities that follow the children's interests and builds partnerships with parents. Staff take time to get to know the children well. This means that staff have high expectations for their ongoing development, and are able to follow the children's interests in order to build on what they already know and can do. Planning is done flexibly to allow for emerging needs and ideas to be catered for. Children are highly involved in this process participating in regular idea sharing sessions. As a result, children are well motivated to engage in activities. Parents are kept informed through notice boards and daily communication. In addition, staff have a good, two-way communication system with the children's teachers. This means they can effectively plan experiences for children to extend or complement what they are learning in school. Targeted interventions for groups of children, including support from specialist teachers, enable all children to make as much progress as possible, depending on their starting points and capabilities.

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

The club has a cheerful and relaxed atmosphere. Children are confident, happy and settled in the secure environment. They show they feel safe as they relate well to the staff team because they chat happily to them about their day and home life. Children's personal, social and emotional skills develop, as they play happily together and form

strong friendships across all age groups. They express their thoughts about the club by stating that, 'I like being with my friends' and 'we do fun things'. Additionally, children develop close bonds with the staff who are open, friendly and caring. The club has a key-person system in place to ensure the youngest children's well-being is suitably managed and consistent links are built with parents and school. This means children settle quickly, ensuring continuity between the club and their home environment. Sound working relationships with the host school also ensure smooth transitions as children continue their education. Staff are sensitive to their individual needs and understand that some children may need additional support at times in order to feel comfortable. For example, children who are unwell are provided with cushions and a blanket while they wait for their parents. Likewise, children who have special educational needs and/or disabilities, and those who have additional requirements, such as, regular medication, have care plans to ensure they are cared for safely. Furthermore, children feel valued through their contributions to planning, and staff listen perceptively to requests and respond appropriately to their needs. For example, they provide additional resources when asked. Staff are effective role models. They show respect for the children and each other. Therefore, the children learn to respect and tolerate each other's differences. Staff constantly praise the children's achievements, which helps them to build confidence and develop good levels of self-esteem. Additionally, staff consistently apply effective behaviour management strategies, meaning that children play co-operatively and behave well together.

Staff effectively arrange the spacious environment with well laid out, child-accessible resources, which means that children are able to explore the environment effectively. Children's safety is a priority at the club and all reasonable steps are taken to ensure that other users of the building do not impact upon their well-being. Staff supervise children closely as they move between the environments. They involve children in risk assessments, such as checking the school field before playing games, which teaches children how to keep themselves safe. In addition, children demonstrate that they have a good understanding of how to promote their own and the safety of others. For example, older children stop ball games to let younger children walk past. Similarly, equipment is in good working order and staff monitor the play areas removing any hazards to enable a safe environment throughout the session. Therefore, the well-being of the children is effectively promoted.

Children's healthy lifestyles are supported well because they have daily access to the outdoors for active physical exercise. Staff encourage them to play active games, and provide resources, such as, balls or scooters to add to their enjoyment. Children are provided with a selection of healthy foods and staff help them to make good food choices. In addition, children have access to water and fresh fruit throughout the session. The club provides some opportunities for them to develop their independence. Children are encouraged to take responsibility for their own belongings and on the whole manage their own needs well. However, the organisation of the tea time routine provides too few opportunities for children to help to prepare and serve their own food. For example, staff serve the food onto plates and pour drinks for the children. This means that they do not learn how to do this for themselves. Staff promote good hygiene practices and remind children to wash their hands after messy activities and before tea. In spite of this, children do not have an enhanced understanding of the need to routinely wash their hands. On occasions, when selecting fruit from the snack bar, children do not always wash their

hands. This does not effectively prevent the risk of cross-contamination or spread of infection.

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

The management team fully understand their responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children's welfare is promoted effectively within the club. Robust safer recruitment and induction procedures are in place, which help to keep the children safe. All staff are subject to the Disclosure and Barring Service checks prior to employment and attend safeguarding training to further their knowledge. Subsequently, they have a good understanding of how to keep children safe from harm. Likewise, staff are clear on child protection procedures and whom to report any concerns to. Therefore, children are safe and protected while attending the club. Comprehensive policies and procedures are in place, which the staff fully understand and promote through good working practices. Since the last inspection, procedures for the safe and efficient management of the club have been developed to further promote the well-being of the children. For example, regular fire evacuations are carried out and are recorded appropriately. In addition, risk assessments of the premises, outings and resources are implemented on a daily basis and are well documented. These measures help to promote the safety of the children.

The management team demonstrates a good understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. Robust procedures are in place to review the educational programmes. This ensures children have access to a wide variety of experiences, which are tailored to their interests and build on what children already know and can do. Planning has been developed in order to focus on children's individual needs and as a result, children's learning is well supported. Furthermore, children are involved in planning, and this helps to ensure they have enjoyable and challenging learning experiences. Regular appraisals are held for all staff and the management team monitor staff performance through regular observations of practice. All staff hold appropriate qualifications to ensure they understand about children's play and learning. They regularly review their training and attend courses and workshops often to extend their skills. Children benefit from the staff's enthusiasm for training because new ideas are implemented well and children's individual need are met. For example, staff attend specialist training delivered by the diabetic nurse. Subsequently, staff are well trained and qualified to meet children's needs.

The staff team are very enthusiastic and committed to providing high quality childcare and education for all children attending the club. The management team reflect critically on the provision of the setting. Ongoing reviews of practice mean that the club is continually developing and effectively ensures that any emerging needs of the children are efficiently met. For example, through the addition of specific resources. Partnerships with parents are good and there is sound evidence of their contributions, which staff collect to provide continuity with regards to children's progress. Parents are very happy with the setting and comment positively about the club. For example, they comment how supported they are in managing children needs and how well their children enjoy attending. The club has

established strong relationships with the host school and the management team fully understand their role in establishing effective communication, so that children benefit from a shared approach that helps them to make the best possible progress in their learning and development. Furthermore, all staff are fully committed to working in partnership with the school and external agencies. They make good use of systems for sharing information about children at risk, or those who have special educational needs and/or disabilities. Therefore, interventions to support children's learning are implemented quickly and efficiently.

### **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>	EY282794
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	861119
<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>	26
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Mrs Sharon Batchelor and Mrs Fiona Bailey Partnership
<b>Date of previous inspection</b>	23/09/2008
<b>Telephone number</b>	07792 755 810

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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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