

Carnarvon Kids Club CIC

Carnarvon Primary School, Nursery Road, Bingham, Nottingham, Nottinghamshire, NG13 8EH

Inspection date	30/10/2014
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	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

- Children thoroughly enjoy attending the club because staff plan exciting activities that engage them. The skilful teaching of staff means there are a wide range of organised activities, which cater for all the children who attend.
- Children are safeguarded well due to staff's good knowledge and understanding of safeguarding procedures. This ensures that children's welfare is effectively protected.
- Children behave well and develop good attitudes to learning because the staff constantly include their views and they are listened to.
- The staff team is motivated to continually improve practice, to make sure it best meets the needs of the children.
- Parents are kept well informed and are very positive about the care their children receive. Partnership with parents is good.

It is not yet outstanding because

- Staff do not fully implement strategies to encourage children to monitor their time spent at activities, with particular regard to games on the computer and hand-held consoles.
- Children are not able to fully participate in baking activities due to the amount of resources provided for large groups of children.

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 held meetings with the manager of the provision. She toured the premises and outdoor areas.
- The inspector observed the children during activities both indoors and outdoors.
- The inspector looked at a sample of children's records, the planning documentation and relevant policies and procedures.
- The inspector checked the provider's improvement plan and evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents from information included in the club's parental survey.

Inspector

Tracy Hopkins

Full report

Information about the setting

Carnarvon Kids Club CIC registered in March 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from Carnarvon Primary School in Bingham, Nottinghamshire. Children have access to two classrooms, the school hall, computer corridor and two enclosed outdoor play areas. The club opens from 7.30am to 8.50am and from 3.30pm to 6pm during term times, and from 8am to 6pm during school holidays. The club closes in the last two weeks of the summer holidays and the week between Christmas and New Year. There are currently 148 children aged from four to 11 years on roll. The club employs eight staff, six of whom 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:

- help children to monitor their time spent at activities, with particular focus on games on the computer and hand-held consoles, so that they can identify the need to move on and access other activities to the maximum
- provide even more resources for children to take part in baking activities when there are large numbers of children present.

Inspection judgements

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

The staff have a good secure knowledge of the Early Years Foundation Stage and child development. They use effective teaching strategies to provide children with a wide range of interesting, stimulating and challenging activities, which cover all of the seven areas of learning. The staff gather comprehensive information from parents, schools and other professionals to find out about the children's likes, interests and skills. This collaborative and cohesive approach gives staff a very clear understanding of children's starting points, ensuring their individual needs are very effectively met and children are making good progress as a result. The ongoing communications are used alongside staff's observations. This helps them to plan future activities to meet the learning needs and interests of the children. As a result, children are making good progress towards the early learning goals and they are well prepared for later life. Children evaluate the activities they participate in through the use of an evaluation board. Younger children add sad or smiley faces, while older children use different words, such as 'awesome' or 'disappointing' to display their views. Consequently, children's involvement in evaluation gives staff greater detail to plan further activities of interest.

The staff at the club provide a good learning environment for children that complements their school day well. All children can easily access resources and equipment as they are stored at low-level, which promotes their independence. Children are praised when they do well and this helps to build their confidence and self-esteem. The staff fully understand the importance of supporting children to develop their skills in using technology. For example, children have fun playing with the small world activities that have flaps, buttons and lights. They giggle and smile with enjoyment to show how much fun they are having. Children independently access games consoles, torches and laptops. However, some children spend most of their time playing on games on the computer or hand-held games consoles. As a result, they do not benefit from accessing other activities provided to enrich their learning and development.

Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance, but there is sufficient flexibility to ensure children have free choice. All activities successfully reflect children's individual interests. For example, the children show a strong interest in creative activities. Staff support this by providing various resources to allow children to create freely in their own time. Children are eager to take part in well-planned and prepared baking activities where the staff effectively question them to enhance their learning. The children weigh and measure the ingredients and staff promote the use of language, such as more and less. This supports the children's learning in mathematics. The children enjoy mixing the ingredients and rolling out the dough, using different techniques to support their physical skills. However, when there are large numbers of children present at the activity, resources are limited for them to take a more active role, resulting in them waiting for longer periods.

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

The atmosphere in the club is relaxed and welcoming. The children settle quickly and happily participate in activities. Children can attend sessions before they start, if required. The settling-in sessions are very much tailored to each individual child. There is an effective key-person system for children. This means that children feel secure in their care and are developing strong and positive relationships with the staff in the club. Staff have very positive relationships with parents, which promotes continuity in children's care. Staff encourage all children to share, take turns and to value and respect one another. Staff model good behaviour by being polite and respectful to the children. As a result, children understand boundaries and their behaviour is good. Children's behaviour shows that they feel safe at the club.

Children learn how to promote a healthy lifestyle through everyday routines and planned activities. Before meals they wash their hands and manage their own needs. This means they are aware of their own personal hygiene and make good choices about their own health. Children sit with their friends and the staff to have their lunch. Children's dietary requirements are taken into account, these are fully discussed with parents and there are clear procedures in place to promote children's good health and well-being. Children are supported to develop their self-care skills as they independently hang up their coats and bags. During the out of school club, children independently make their own tea because

staff have developed a range of interesting menus that children can prepare themselves.

The children thoroughly enjoy being outside. They are provided with a range of resources to effectively develop their physical skills. For example, children enjoy riding around the playground on scooters, playing a game of hockey and using skipping ropes. Furthermore, children carefully balance their way across the high wall and use the swinging bars helped by the staff. These activities allow children to learn skills that will help them to take part in new experiences with confidence at school. Children routinely take part in regular fire drills and learn to use tools and equipment, such as scissors and cutlery, safely. They are encouraged to tidy equipment away to prevent potential slipping hazards. As a result, they learn to take risks and develop their understanding of keeping themselves safe.

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

The staff have a secure understanding of how to safeguard children effectively. They have a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements. The staff are fully aware of relevant reporting and recording methods to use if they have concerns about a child in their care. Management use robust recruitment and vetting procedures to assess staff's suitability to work with children and therefore, children's welfare is protected. Children's safety is of a high priority. Staff closely supervise the site at all times to maintain children's security. There are secure collection procedures and contingency plans to ensure children are safe on their journey from the school to the club.

Leadership and management are effective because the manager is extremely passionate. She works very closely with and offers support to all staff. As a result, the staff team work very well together to provide a good-quality learning experience for all children. The manager is clear in her vision for the club and has recently updated the club's self-evaluation. She is reflective of her own and her staff's practice and has accurately identified some areas for improvement. These focus very much on the needs of children and the high quality of teaching and learning. Parents speak highly of the club and their views are valued through the use of questionnaires and daily communication. Recommendations from parents have been considered and changes have been made where possible. For example, the manager has developed snack to include more fruit as requested by the parents.

The manager has a good understanding of the skills of the staff. There are regular supervision meetings and appraisals. These give staff the opportunity to raise any concerns, improve their own effectiveness and identify areas of professional development. The overall monitoring of the club is an ongoing process. Staff are aware of the learning and development and assessment requirements of the Early Years Foundation Stage. They work closely with the parents and the children in order to monitor the provision to help children make the best progress they can. Staff are provided with training opportunities to keep them up to date with safeguarding, first aid and food hygiene requirements. As a

result, they are well equipped to provide for children's learning and well-being.

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

Unique reference number	EY300287
Local authority	Nottinghamshire
Inspection number	856490
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	148
Name of provider	Carnarvon Kids Club CIC
Date of previous inspection	26/01/2009
Telephone number	07913023928

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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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