

Kids Club Ely and St John's Pre-School

Ely St. Johns Community Room, St Johns Road, Ely, Cambridgeshire, CB6 3BW

Inspection date	17/11/2014
Previous inspection date	09/12/2008

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 make good progress given their starting points and capabilities. Accurate assessments of children's progress are used to inform planning for their next steps in learning.
- Staff have a sound understanding of their role in protecting children from harm and safeguarding arrangements are strong. Consequently, children are cared for in a safe and secure environment.
- Children's behaviour is well managed. Staff are good role models and establish warm and respectful relationships with the children. As a result, children are confident and settle quickly.
- Partnerships with parents and other professionals are well established. Consequently, children benefit from a collaborative approach to their learning and development.

It is not yet outstanding because

- Staff do not maximise everyday opportunities to extend children's learning to the highest level by following the children's lead.
- The provider does not extend the monitoring of staff practice with utmost effect to identify how the already good teaching can be further enhanced.

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 main pre-school room and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Gail Warnes

Full report

Information about the setting

Kids Club Ely and St John's Pre-School is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Kids Club Ely was registered in 2000, and St John's Pre-school was registered in 2006. There is an enclosed outdoor area and access to a small wooded area. The setting operates from the community room at St John's Primary School, Ely, Cambridgeshire and is privately owned. The pre-school runs sessions for early years children during school term times from 9am to 11.30am and 12noon to 2.30pm each weekday, with the exception of Wednesday, when only a morning session operates. The provider runs a before and after school club from 7.45am to 8.45am, and 3pm to 6pm each week day during the school term. The provider also runs a holiday club during the school holidays from 8am to 6pm for children aged between four and 11 years. The holiday club is closed for one week at Christmas. Children attend for a variety of sessions. There are currently 192 children on roll, 58 of whom are in the early years age range. The group supports children who speak English as an additional language. The pre-school provides funded early years education for eligible three- and four-year-olds. The setting employs 18 members of staff, nine of whom work directly with the children in the early years range. Of these, five hold early years qualifications at level 3, and two hold level 2.

What the setting needs to do to improve further

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

- enhance the already good teaching further by capitalising on every learning opportunity that occurs, to consistently extend children's learning
- extend the monitoring of staff practice to ensure the good teaching already achieved is sustained and constantly improved upon.

Inspection judgements

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

The quality of teaching is good. Children make good progress given their starting points and capabilities. This is because staff have a good understanding of how children learn and develop. For example, children are using large coloured bricks to build a tower as it grows. A member of staff skilfully introduces counting to support mathematical development. The children join in with the member of staff and they count the bricks to 13. In order to introduce and develop the concept of size, the member of staff asks the children to compare the tower's height to their own, asking if they are 'taller than the tower'. However, sometimes opportunities to maximise learning are missed. For example, children enjoy playing with dinosaurs in a tray of sand. This activity has been provided to support mark-making opportunities. Some children engage with this activity at length,

using their hands and the dinosaurs to make marks in the sand. However, staff do not recognise or acknowledge the children's actions, and opportunities to support learning to the highest level are not maximised. Children are provided with a good balance of child-initiated and adult-led learning experiences. Staff listen to what children say and respond with interest and encouragement. Consequently, children are happy and enthusiastic in their play, and they are confident to share their ideas. During a group activity, for example, children enjoy tasting food from another country and talk about their experiences of different foods.

Staff give children time to respond to questions, and make sure that they get down to the children's level and make eye contact when talking with them. Consequently, children are making good progress in communication and language development. Children enjoy reading stories with staff in a cosy corner, and are encouraged to borrow books from the pre-school to share with their parents at home. Staff encourage children to find their name from a board to self-register for snack time. As a result, children begin to understand that written word has meaning and develop a growing love of books, which supports literacy development. Mathematics is well supported. For example, a treasure hunt provided outside includes the use of printed cards which detail a number of objects to find, such as two leaves. Children recognise the numbers and staff support them to find the relevant objects by asking questions to challenge the children to be independent in their quest. Consequently, children develop mathematical skills through fun activities. This means children are developing the skills to support their future education at school when the time comes.

Staff gather meaningful information from parents at admission regarding children's achievements, which are used to identify children's starting points and establish a targeted plan for development. There is a clear system to evidence, monitor and track children's learning through effective and accurate observations and assessments. This means that key persons have a clear knowledge and understanding of children's individual learning needs. This information is used to inform the planning of a broad and balanced range of individual and group activities to support children's specific learning needs. As a result, children demonstrate the characteristics of effective learning and make consistently good progress. Parents are effectively involved in their children's learning and development. They are kept up to date with their children's progress through daily verbal exchanges and they are encouraged to contribute their own observations of children's achievements from home. Children's records of learning and development are shared regularly each term. Consequently, parents are well informed about their children's progress, and are able to support their children's learning and development at home.

Children with special educational needs and/or disabilities are provided with good levels of targeted support. Staff work well with other professionals and share targets and strategies so that any gaps in development are quickly closed. Children who speak English as an additional language are well supported. Staff effectively model language at appropriate times and provide running commentaries of what children are doing to extend their understanding and vocabulary. Children's home languages are valued and supported. Staff use familiar phrases during group sessions, which promotes understanding and acceptance of different cultures with all of the children.

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

The key-person system is strong and provides maximum benefit to the children and their families as both develop positive relationships with key staff. Settling-in sessions are tailored to the needs of each child, and start dates are staggered over the first few weeks of term for children new to pre-school. This is because staff understand the importance of children feeling safe, secure and confident before they show an eagerness and readiness to learn. This approach effectively supports children's emotional well-being and provides the smoothest of starts for them.

Children independently follow good hygiene routines. Staff occasionally remind children to wash their hands after messy play activities, such as painting. Children's intimate care needs are sensitively met, and staff encourage and support children's growing independence in their self-care. Children bring their own snack to eat, and parents provide a variety of fruit and vegetables which supports children to develop healthy eating habits. Children can choose when they eat their snack. This has had a positive impact for children in supporting their independence in choice and reducing interruptions in their chosen activities. The provider understands the positive impact of being outdoors on children's well-being. Children enjoy opportunities to play outside in the enclosed, well-equipped outdoor area. Outdoor activities are further supported as the pre-school has access to an enclosed wooded area and an outdoor nature table which form part of the adjacent primary school. Children are reminded about safety as they ride scooters and bikes within designated coned areas. Consequently, children begin to consider the safety of themselves and others as they play active games.

The environment is stimulating, friendly, vibrant and well resourced. Resources are stored at low level to support children's engagement. Children's behaviour is managed extremely well. Staff get down to the child's level and calmly set their expectations out. As a result, the focus is on a positive atmosphere of trust and respect, where children's efforts and achievements are frequently praised. Children are well prepared for school when the time comes. Staff share examples of the different school uniforms with the children to familiarise them with what they will wear. Teachers from the local primary schools which children will attend visit the children in the familiar surroundings of the pre-school. In this way, they are aware of individual learning styles and needs prior to them starting at the new setting. This supports children's well-being as they adjust to periods of change.

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

Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Recruitment and induction procedures are robust so that all those working with children are suitable to do so. Risk assessments are thorough, and as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained, giving a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The provider demonstrates strong and enthusiastic leadership. The pre-school is jointly managed by two managers who have only recently been appointed. The provider is supporting them well and existing arrangements to monitor children's progress are effective. Staff meet weekly with the managers and the provider to discuss children's progress. This means that assessments of children's progress are consistently moderated and accurate. Consequently, any gaps in children's progress are identified swiftly, and staff incorporate children's specific needs into planning, seeking advice from other professionals where appropriate. However, the quality of teaching is not presently formally monitored. The provider recognises the need to ensure managers are trained to undertake this role. In spite of this, the quality of teaching is good enough to support children to make good progress. The provider is committed to ensuring staff undertake appropriate training to develop their practice. A number of staff have successfully undertaken the next level of professional qualifications. Training undertaken by staff since the last inspection has had a positive impact on children. Staff have introduced changes to support development in children's communication and language skills. The result is that many children make significant gains in their communication and language development.

Self-evaluation is accurate, and incorporates the views of parents and the children to identify areas for improvement. The provider is clear about plans for the pre-school's future, and is focused on developing the already good outdoor area further to support learning and development outdoors. Recommendations identified in the last inspection report have all been addressed, and this demonstrates the provider's commitment and capacity to improve. Partnerships with parents and other providers are good and contribute to the good progress children make. This results in a joined up approach from all those involved in the child's life, providing continuity and every opportunity for children to reach their full potential. Feedback from parents and children is positive. Parents typically comment that they are 'pleased with the progress their children make' and 'how well they settle'. Children demonstrate they are happy, and comment they 'have fun'.

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	EY295332
Local authority	Cambridgeshire
Inspection number	856418
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	192
Name of provider	Kids Club Ely and St John's Pre-School Partnership
Date of previous inspection	09/12/2008
Telephone number	01353 612787

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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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