

The Cottage Kids Club

Ravensdale Junior School, Devonshire Drive, Mickleover, DERBY, DE3 9EY

Inspection date	20/11/2014
Previous inspection date	08/12/2008

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

- Management and staff have a good understanding of their responsibilities to ensure they meet the safeguarding and welfare requirements. As a result, children's safety and well-being is effectively promoted.
- Staff teach children good communication and social skills. This helps them to settle in quickly, build warm relationships with adults and make friends. They encourage children to get involved in choosing activities, which means that children are interested and well-motivated in their play.
- Management regularly review and prioritise improvements to children's care, learning and play. The staff team work hard to make improvements and implement changes to improve outcomes for children.
- Staff have a good rapport and strong relationships with parents. This results in effective two-way communication and ensures children's individual needs are known and met.

It is not yet outstanding because

- Staff do not fully develop children's growing understanding about healthy food options, to help them make healthy choices at teatime.
- Older children are sometimes too loud at the beginning of the club session. As a result, not all young children are able to hear what staff are saying.

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 a discussion with the manager and spoke to the staff, children and parents.
 - The inspector observed free play and focused activities, outside play and teatime.
 - The inspector conducted a joint observation with the manager.
 - The inspector talked to the manager about children's learning and progress and looked at planning documentation.
- The inspector checked evidence of suitability of the staff working with the children,
- sampled some of the provider's documentation and discussed the improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

The Cottage Kids Club opened in September 2000 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by The Cottage Day Nurseries Ltd and operates from a classroom at Ravensdale Junior School, Mickleover in Derby. All children have access to a secure outdoor play area. The club is open each weekday from 3.30pm to 6pm during term-time only. The club caters for children who attend Ravensdale Junior School. There are currently 48 children on roll of whom seven are in the early years age range. The club employs three staff. Of these, one member of staff holds an appropriate early years qualification to level 3. The other two staff including the manager are unqualified.

What the setting needs to do to improve further

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

- maximise teatime by providing children with information about the food they are eating, to help them make healthy choices
- help older children to consider the impact their noise level has on the younger children at the beginning of the session, so that the younger children can clearly hear what the staff are saying.

Inspection judgements

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

Children enjoy their time at this club. They arrive very enthusiastically after attending school all day. They are greeted by staff who welcome them into the club and ask about the activities they have done at school. Children, after registration are eager to see what is on offer and independently decide for themselves what to engage with indoors and outside. Staff have a good understanding of the children's needs and interests. They talk to parents before their children start and find out about younger children's likes, dislikes and preferences. Staff use this information to set up play experiences to interest them. This helps the children to settle in quickly. The staff have a secure knowledge of the seven areas of learning and undertake observations on the children and engage in conversations with them. This enables the staff to create planning that reflects the children's interests and complements experiences they receive at school. The high staff ratios and deployment of staff result in children having many worthwhile conversations which promotes their language skills well. The staff's flexible approach to planning means they follow children's interests. For example, after having discussions with the children, staff include weekly science experiments and special days, such as milkshake day. As a result, children are given ownership to some of the activities provided which helps them to feel a

strong sense of belonging. Consequently, children's needs are met, they make good progress and have fun.

Staff are very enthusiastic and committed to their role. They play and interact well with the children, often inspiring and enthusing them as they play. Children are engaged and motivated by the activities they take part in. They concentrate and explore the wide range of opportunities, some of which are electronic. For example, they play a popular game about ships. Children effectively use their mathematical and letter sound skills as they try and find out where the ships are. They concentrate well as they wait for their turn. Staff support their play well and encourage them to complete the game, providing good opportunities to gain skills for the future learning. Children are creative and have opportunities to use their small muscle control and hand eye coordination. They effectively use their exploratory and investigation skills as they solve problems. For instance, a group of both younger and older children, chose to make play dough. They decide for themselves how much flour, oil and salt to put in the mixture and chat to staff who encourage them to think critically. They talk about how to stop the dough being too sticky and how they could make the dough different. They arrive at the decision to add more flour, put in glitter and food smells, such as chocolate. They then use their mixture to make shapes and models. They use a wide selection of cutters and rollers to make their creations, demonstrating very good use of tools. Staff provide just the right amount of good support, encouragement and questions to promote and extend their learning. Their good quality teaching engages children's interests successfully and provides good challenge.

Staff interact with children in a friendly and supportive manner to make all games enjoyable outside. This enthuses and motivates children to join in and promote their physical development. Children inform staff when they are going outside and this system is secure. They enjoy running off energy and participating in activities to promote their physical development, such as football and tennis games. Older children show consideration towards the younger children during the various games, such as the game of football. They all decide on the rules and take turns to kick with the ball, playing well together. They also take part in the outside adventure trail which is in the school grounds. Children, while on this trail, learn about the natural world. Staff provide children with time and space to practise and build on the skills they have learnt, such as those they learn currently in school. Staff provide for early writing activities. For example, they encourage the children to write their names on their artwork helping to promote children's early writing skills. Staff also provide opportunities for children to browse through books independently to further encourage their love of books and reading, which aids their literacy development. Parents are involved in their children learning and discuss this with staff at pick up times, this promotes continuity in children's development. Parents say they greatly appreciate this opportunity to learn first-hand how well their children are developing.

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

Children, staff and their parents have strong relationships, established through the well-embedded key-person system. Staff welcome children and their parents to the club and children feel valued and cared for. Children benefit from the welcoming, relaxed environment most of the time. Effective partnerships established with school staff and parents mean club staff support children's emotional welfare well. Children settle very quickly into the routine of the club. They have settling-in visits, which help them to meet the staff, older children and gain an understanding of the routine of the session. Children's key person takes responsibility for ensuring that they are happy and settled. This results in the children feeling secure from the first day and confident to join in with the activities. Staff members who collect children from school manage these moves effectively. They pass on messages to parents about any children who have been unwell or had a difficult day at school. The staff are good role models and build on the children's self-esteem. Staff work with the children to devise the rules of the club and regularly remind children about these rules. Children are polite and courteous to adults and their friends and behave well most of the time. However, some children at the beginning of the session sit and wait for all children to arrive and then take part in registration. This waiting causes some of the older children to be very loud and boisterous. As a result, at this time the older children's behaviour impacts on the younger children who find it hard to listen to staff. The children play together well, cooperating and taking turns. As a result, relationships are positive with the older children often helping the younger children.

The manager and staff ensure that the resources available for the children reflect the wide age range, the children's needs and their different cultural backgrounds. Children confidently move around the play area to select their activities from the equipment set out. The club is well resourced. Staff organise a variety of play equipment and resources well, so children have choice. They provide easy access to a quiet area where children can sit quietly, either on their own or with a friend and chat. Staff provide hot meals, such as jacket potatoes and beans on toast. They all sit together making it a social event. However, staff do not always support children's growing understanding of how to keep themselves healthy. For example, they do not hold conversations about healthy eating or refer to the food they are eating being healthy. Staff make sure that children have easy access to drinks and children help themselves when they are thirsty. Children know to wash their hands before sitting down for tea or after using the toilet and manage these personal routines themselves. Staff take into account any dietary or health needs children have. Staff encourage children to go outside in all weathers. Children very much enjoy the outdoor environment and benefit from the fresh air, vigorous exercise and activities that develop their physical skills and keep them healthy.

Staff encourage children to learn about keeping themselves safe by supporting them when they use scissors. They remind children to sit on their chairs in case they fall off and not to run in the corridor in case they bump into other children. Children learn to take part in fire drills. This helps them to understand how to keep themselves safe in an emergency. Staff complete effective daily checks of the premises to enable them to identify and minimise risks to children. They do a visual check of the outdoors before children use the play areas, this enables children to play and explore in all areas safely. The staff follow clear procedures when taking children on outings to help keep children safe. They talk to children about how to behave when away from the club and teach them about road safety and stranger danger. This discussion helps raise children's awareness of possible dangers

and teaches them how to keep themselves safe.

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

Staff have a good understanding of their roles and responsibilities to protect children from harm and safeguard their welfare. All staff complete regular and ongoing child protection training to keep their knowledge up to date. The manager has robust recruitment and vetting procedures in place to help ensure that all staff working with children are suitable. For example, by ensuring Disclosure and Baring Service checks are carried out and references taken up. All staff have a good understanding of the procedures in place and how to implement these if they have a concern about a child in their care. The manager has put in place a robust and clear policy, which includes what to do if there is an allegation made against a member of staff. This helps staff to promote children's welfare. Children's safety is a priority for the staff. They regularly count the children as they play in the various areas inside and outside. Effective documentation is maintained to ensure the smooth running of the club. For example, attendance records, accident and medication forms are routinely and accurately completed. The manager also understands efficiently when to notify Ofsted of any changes to her practice, the staff, children or the club to ensure their safety and well-being. The manager and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills. The manager monitors the delivery of the educational programme well, which ensures that all children make good progress in their development. Staff are mindful that children have been at school all day and that their time at the club is for them to have fun and enjoy the activities or have a rest. Effective monitoring is in place. This ensures a range of activities and experiences are provided that cover all areas of learning, are fun and offer children choice linked to their interests.

Management and staff meet each week to discuss and evaluate all aspects of the club, including information gained from parents' questionnaires and any contributions received from the children. Since the last inspection, managers and staff have worked hard to make improvements to the outcomes for children. They have implemented changes to improve the systems for carrying out risk assessments, ensure all staff attend safeguarding training and improved the way they plan activities for children. Consequently, making the club a better place for children to be. The staff team are dedicated to continuing improving the club to ensure that children of all ages are secure and happy. All members of staff respect the children's different backgrounds and have a good understanding of their needs. Management uses an evaluation tool, which they monitor, review and update at staff meetings. They reflect on their practice well. They have regular meeting to identify their key strengths and areas to work on. For example, the club has focused on teatime and made positive changes to make them more enjoyable for the children and introduced hot meals. Staff monitor the activities and children's interests at the end of each day to gauge children's learning experiences and responses. This means the staff have a good awareness of what children do well, and areas to focus on to promote continuous development. Staff performance is well monitored through regular one-to-one supervisions, annual appraisals and staff meetings, which help to ensure staff have

appropriate training and support for their role.

Partnership with parents and the host school are good. Staff have effective systems in place to seek parents' views on the club. Staff communicate regularly with parents. As a result, parents know about their children's changing interests. Parents spoken to during the inspection commented positively on the 'familiar and friendly' staff team. They state that 'staff have just the right approach after a day at school'. Others says children have 'a brilliant time and activities on offer engage children well'. Staff have started to share information about children's learning with the school which means they can ensure continuity in every child's learning and development. In addition, staff understand the importance of working with outside agencies to promote and meet the needs of all children.

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	206102
Local authority	Derby, City of
Inspection number	865391
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	48
Name of provider	The Cottage Day Nurseries Limited
Date of previous inspection	08/12/2008
Telephone number	01332 346500

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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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Piccadilly Gate
Store St
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M1 2WD

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