

Abbey Road Kids Club Ltd

Abbey Road Primary School, Tewkesbury Close, West Bridgford, Nottingham, NG2 5ND

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| Inspection date | 27/11/2014 |
| Previous inspection date | 09/12/2008 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | 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 are fully safeguarded. Checks are made on all adults working with the children to ensure they are safe to do so and children are well supervised at all times.
- Children enjoy their time at the club because they are able to choose what activities they take part in and the staff listen to their ideas and suggestions.
- Staff demonstrate good teaching skills because they use strategies such as demonstration, explaining and support for children, to explore and carry out children's ideas. This results in all children making good progress in their learning and development.
- The owners and managers work well together to ensure that children are well protected, are provided with a good range of planned activities and are supported by a knowledgeable and dedicated staff team who drive improvement.

It is not yet outstanding because

- The outdoor learning environment is not fully utilised during the winter months. As a result, children have fewer opportunities for outdoor play and exploration.
- Partnerships between the club and the off-site school are less well established than partnerships with the host school. This means fewer discussions take place to ensure all children benefit from a consistent approach to ensure their well-being and general development.

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 conducted observations of the activities and evaluated the teaching methods with the provider.
- The inspector held meetings with the provider and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day and from documentation completed by them.
- The inspector observed activities in the main play areas.

Inspector

Tina Garner

Full report

Information about the setting

Abbey Road Kids Club Ltd was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Abbey Road Primary School in Edwalton. There is an enclosed outdoor play area adjacent to the building. The club employs 15 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday, 7.30am to 8.45am, and 3.25pm to 5.55pm during term time. It also offers care from 8.30am to 5.30pm at set times within the school holidays. There are currently 132 children on roll and of these, 24 are within the early years age group. The club operate a pick-up service and collects children from St Edmund Campion Primary School as well as caring for children attending from Abbey Road Primary School.

What the setting needs to do to improve further

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

- extend the use of the outdoor provision to give children a greater variety of outdoor experiences
- enhance relationships with the off-site school, to further improve the level of information shared to fully support all children's learning and development.

Inspection judgements

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

The club provides a calm and welcoming environment. Teaching is good as staff have a good knowledge and understanding of how to complement children's learning at school. They plan a wide range of purposeful activities to ensure a broad range of experiences are offered. These activities are tailored to support children's learning, for example, children enjoy learning about the days, dates and months of the year as they play calendar games. They have fun as they are encouraged to identify the correct letter to spell out simple words. This encourages children to explore ideas, learn from each other and to take part in shared thinking, which supports their skills in literacy, communication and critical thinking. Their learning is further enhanced as they enjoy flash card games, self-select books and listen to stories told by staff. Staff balance the routine of the evening with some time for more structured social interactions. For example, all children sit together for snack time and staff support children's social skills as they encourage the children to chat about their day. Consequently, children are effectively supported in the development of key skills required for the next stages of their learning.

Staff work in partnership with parents and make observations as children learn through

play. They also obtain some information from the schools about children's learning and development. This supports the planning of activities, ensuring that the opportunities on offer provide good levels of challenge appropriate to the children's ages and stages of development. Through daily discussions and newsletters, staff discuss activities with parents and information about children's learning in school is also shared. Consequently, parents are able to further support their child's learning at home and provide continuity of care.

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

Staff have developed good relationships with the children and, as a result, children feel confident and secure. They are able to settle into the setting due to the relevant information staff gather from parents upon entry. Each child is assigned a key person who is responsible for monitoring their overall well-being. This enables staff to meet the individual needs of children effectively. Parents are able to provide each child's key person with updated information to ensure individual children's needs continue to be met.

Staff support children's understanding of how to keep themselves safe, for example, through regularly practised fire drills, and offering gentle reminders concerning the safe use of resources. Children develop good levels of independence as they make their own choices, they self-select resources and decide how they wish to spend their time. Their physical development is generally well enhanced due to the well organised outdoor space which encourages activities, such as organised games of football. However, the use of the outdoor area is not fully maximised, as opportunities for outdoor play are less frequent during the winter months.

Staff support children to develop a good understanding of the importance of a healthy lifestyle. Children are offered foods that reflect a healthy, balanced diet and they always have access to water or juice throughout the session. They increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food. Children have a sense of ownership and belonging at the setting due to staff's awareness of how to support and promote their independence. Staff encourage children to suggest rules for the setting to ensure that children have fun and feel included when attending. These rules have been written and displayed at child height. Consequently, children feel valued and respected, which contributes well to helping children progress in their learning and development as they move through school.

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

The management team and staff fully understand their responsibilities to ensure children are safeguarded. Staff attend safeguarding training to ensure their knowledge is kept up-to-date and they are aware of the signs and symptoms of child abuse. The designated person for child protection acts upon concerns and swiftly reports them without delay. The setting's safeguarding policy is shared with parents and includes the procedure to be followed in the event an allegation is made against a member of staff. Risk assessments

are effective, staff are appropriately deployed ensuring all children are fully supervised at all times. There are effective selection, recruitment and vetting procedures in place to ensure staff are suitable to work with children. In addition, the ongoing suitability of staff is monitored through supervision and appraisals. The setting has comprehensive policies and procedures which underpin staff practice. These are reviewed on a regular basis and parents are made aware of them. There are accurate records of children's attendance and appropriate arrangements are in place for the safe collection of children.

Staff strive to deliver an effective and enjoyable learning experience. Good adult to child ratios are maintained and staff are well deployed, ensuring that children are well supported in their play and learning. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures. Systems for self-evaluation have been developed and improvement plans ensure the club continues to develop. The club has addressed the recommendations raised at the last inspection. Consequently, outcomes for children are continually improving.

Partnerships with parents and carers are good. They receive comprehensive information about the setting prior to their children starting. Parents report that their children enjoy attending the out of school club and are settled and happy. They express a high regard for the service provided and the friendliness and approachability of the staff. Staff work closely with the host school in order to help them to support children's learning and development. However, relationships are less well established with the other school some of the children attend. This prevents the staff from gathering more in-depth information about what children are learning and what stage of development they are at. Therefore, not all children currently benefit from the same level of continuity in their learning experience.

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

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| Unique reference number | 253373 |
| Local authority | Nottinghamshire |
| Inspection number | 864497 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 90 |
| Number of children on roll | 132 |
| Name of provider | Abbey Road Kids Club Ltd |
| Date of previous inspection | 09/12/2008 |
| Telephone number | 07813 728861 07949 669899 |

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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
Manchester
M1 2WD

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