

Snitterfield Kidz Club

Snitterfield Primary School, School Road, Snitterfield, STRATFORD-UPON-AVON, Warwickshire, CV37 0JL

Inspection date

08/12/2014

Previous inspection date

16/02/2012

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 in their development because staff plan and provide a range of interesting activities that complement the learning that takes place at school.
- Effective partnerships with parents and teachers have been established to ensure children's individual needs are met.
- Children are safeguarded well due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting children in their care.
- Effective behaviour management strategies and clear guidance from staff mean that children's behaviour is managed well.
- There is effective monitoring and self-evaluation, which means there is continuous improvement in the provision.

It is not yet outstanding because

- During the winter months staff do not place enough focus on ensuring children have enough opportunities to be physically active at the club.
- Staff do not always maximise children's opportunities to freely access the extensive range of resources and equipment.

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 staff engaging with children in a range of learning activities.
- The inspector held discussions with the manager, staff and parents.
- The inspector looked at documentation, including a selection of policies and procedures, and evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Amanda Tompkin

Full report

Information about the setting

Snitterfield Kidz Club has been registered on the compulsory and voluntary parts of the Childcare Register since 2009 and was registered on the Early Years Register in 2011. It operates from designated rooms within Snitterfield Primary School, in Snitterfield, Warwickshire, and is privately owned and managed. The club serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens Monday to Friday, before and after school, term times only. Sessions are from 7.55am until 8.55am and 3.15pm until 6pm. A playscheme operates during school holidays from 8am until 6pm. There are currently 60 children on roll, three of whom are in the early years age group.

What the setting needs to do to improve further

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

- make better use of the space available to provide increased opportunities for children to be physically active during the winter months
- enhance the already stimulating environment, for example, by improving children's access to the broad range of resources and equipment, to further promote and challenge their child-initiated activities.

Inspection judgements

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

Children enjoy a range of activities at the club where staff actively join in with children's play. Staff know children's play preferences and set the resources out accordingly. This allows children to build on their knowledge in a more relaxed and informal environment after a busy day at school. There is an extensive range of resources and equipment within the club to support children in their play. However, some of these resources are stored in another area not accessible to the children. This requires children to remember the broad range of opportunities for their child-initiated play times. Occasionally, this means they cannot always readily make choices.

Staff engage the children in meaningful conversations, which support children's communication skills. Staff and children chat happily about familiar experiences, such as holidays, birthdays and what they did at the weekend. They give praise regularly to children to celebrate their achievements and efforts, which builds their self-esteem and desire to want to try. Staff use appropriate questions to encourage children to develop their critical thinking skills and to find solutions to problems. This contributes well to

helping children become independent, active learners. Consequently, children are developing a range of skills, which will support their learning as they move up through school.

Staff work well with parents and teachers from the onsite school to get to know the children. Staff provide quiet spaces for children to read their school books, if they wish, in readiness for school the next day. Staff ask teachers to provide updates about topics within school. Staff take these into account when planning activities. This ensures that the children's time at the club is complemented and children's learning is fully supported.

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

Children arrive happily at the club and quickly settle with their chosen activities. Key persons welcome the children with genuine interest and ask how their day at school has been. As a result, children develop good bonds with the staff and feel emotionally secure within the club. Children's move into the club is managed well; children and parents are invited in to visit before they start at the club. Staff discuss with parents their children's interests, likes and dislikes. From these staff provide suitable activities, which engage and interest them and, therefore, children feel confident and happy in their new surroundings. Children's independence is encouraged as they are given the opportunity to complete small tasks, such as cleaning the table and sweeping the floor after snack time. Children's independence is further supported as they are encouraged to take care of their own self-care needs. They all work well together to tidy up and enjoy mixing with children of different ages. This helps children to form other friendships, develop their social skills and to increase in their confidence. As a result, children continue to be emotionally equipped to make good progress at school.

Children's health is promoted well. They are provided with a range of healthy snacks and fresh drinking water is available for children to help themselves to, which ensures children do not become thirsty. Children have access to the school hall, the large playground and playing field, which gives plenty of opportunities for physical play. However, during the winter months when it starts getting dark earlier, children have fewer opportunities to access the outdoor environment. Staff have not yet fully explored alternatives to provide opportunities for children to be physically active and make the best possible use of space available to them to meet this need.

Children behave well within the club because staff act as good role models. Children are given gentle reminders to share and take turns and to be kind to one another. Staff get involved with children's play and in doing so they set good examples to children of what is expected behaviour. Children are learning the importance of keeping themselves safe as staff offer children guidance such as sitting properly on furniture and not to run while indoors. Their understanding is further promoted as they learn about fire safety. Staff practice the evacuation procedure with them to ensure they know what to do in the event of an emergency.

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

The manager of the club has a very clear understanding of her roles and responsibilities in meeting the safeguarding and welfare requirements appropriately. The manager and staff understand the correct procedure to follow should they have concerns about a child's welfare. Policies are reviewed and updated regularly to reflect current guidance from the local Safeguarding Children Board. Robust recruitment and vetting procedures are stringently followed to ensure staff are checked for their suitability to work with children, and the management team rigorously monitor the ongoing suitability of all staff. Children's welfare is further promoted, as staff provide a safe setting for them to use, which is maintained through regular visual and written risk assessments.

Staff access further ongoing training, which supports their professional development. As a result, staff are knowledgeable and this ensures they offer a broad range of experiences to help children to continue to make good progress in their learning and development. The club actively seeks parents suggestions and ideas, staff engage in daily discussions with parents. Staff regularly attend meetings to share good practice and discuss any areas for concern. As a result, identified areas for improvement are consistent and effective.

Partnerships with parents are very good. It is evident from discussions with parents that they are extremely happy with the service the club provides. For example, one parent expressed her satisfaction that the staff are always available to talk to at the beginning of the day and that they take children's and families individual needs and wishes into account. There are effective links between the club, and the host school. Regular discussions with teachers ensure that children's needs are fully met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY434663
Local authority	Warwickshire
Inspection number	853556
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	60
Name of provider	Rebecca Louise Reaper
Date of previous inspection	16/02/2012
Telephone number	01789731037

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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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