

# Little Treasures Kids Club

Vernon Primary School, Clumber Road, Poynton, STOCKPORT, Cheshire, SK12 1NW

<b>Inspection date</b>	13/01/2015
Previous inspection date	12/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 enjoy a range of resources and activities at the club. A key strength is the challenging physical activities in the large well-resourced outdoor environment.
- The effective key-person system supports children to form secure relationships with adults and their peers. As a result, all children, including the very youngest, are confident and enthusiastic participants in the club.
- Children feel safe in the club and they are effectively protected from harm as staff demonstrate a secure knowledge of their responsibilities with regard to safeguarding them.
- Children enjoy their time at the club as staff provide a wide variety of activities for them to promote their learning and well-being.

### It is not yet outstanding because

- Existing systems in place for sharing information with the school, are not yet fully developed, in order to complement children's learning.

## 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 children's playroom.
- The inspector held discussions with the manager of the provision and viewed a range of documentation.
- The inspector viewed areas of the premises used for the club and the outside play area.
- The inspector looked at children's records, checked evidence of suitability and qualifications of staff and sampled a range of documents.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Gillian Kitchen

## Full report

### Information about the setting

Little Treasures Kids Club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from the old canteen in the grounds of Vernon Primary School in the Poynton area of Cheshire. Children have access to an enclosed outdoor play area. It opens five days a week from 3pm until 6pm during school term times. Children attend for a variety of sessions. There are currently 85 children on roll, eight of whom are in the early years age range. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently six staff working directly with the children, five of whom have an appropriate early years qualification. The club receives support from the local authority.

### What the setting needs to do to improve further

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

- strengthen arrangements for information sharing with the school that the club serves, in order to enhance the support for children's skills and complement the learning that takes place in school.

## Inspection judgements

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

Children enjoy their time at the club and benefit from being cared for by a friendly and caring staff team in a warm and welcoming environment. Staff plan the children's activities, in order to take account of the seasonal interests of children. Children with special educational needs and/or disabilities are effectively supported to ensure their needs are met. Links are made with other professionals, in order to gather information to contribute to the planning for individual children. Staff support children well in the club and they are confident in the group. Children listen to adults and follow instructions when required, as a consequence they feel safe at the club. Children form strong relationships with peers and enjoy playing together. Staff support children in their play and they are encouraged to be independent at the club. For example, they enjoy creative activities and select from a range of materials to complete their work.

Staff are responsive to children and praise them for their efforts, which help them to develop their self-confidence. Parents comment on how children enjoy their time at the club and make friends. Partnerships with parents are effective and staff gain information about children on entry. Information is shared with parents on a regular basis and children's learning at home is incorporated into planning, as a result they make rapid progress. The partnership with the school is good. Staff work in the school during the day and know the children well. However, arrangements for information sharing with the

school are not fully developed, in order to enhance the support for children's skills and complement the learning that takes place. Staff talk to children on a regular basis to make sure that their needs and interests are incorporated into the planning for the club. As a result, children feel motivated, valued and their interests are followed.

The club's wide range of resources fully supports children's all-round development inside and outside. Children have access to a large adventure playground and playing field all year round, where they practise their physical skills. They have great fun and enjoyment at the club and they are boisterous and loud. Children have access to a quiet space where they can relax and sit and chat with friends and staff after the school day.

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

Children behave well. Staff use effective behaviour management strategies, which helps to keep children safe as they know what is expected of them. Children are happy, secure and well settled at the club. Staff listen to children and take account of their individual requests for activities and play, so that they feel a sense of ownership at the club. The staff are good role models and remind children of the club 'code of conduct', when required. Children are offered a good range of activities and freely choose the activities they like to do. They are independent and confidently move on in their play when they are ready to do so. Staff know the children well and the key-person system ensures that they are emotionally well supported. Children's health and well-being are successfully promoted as staff provide healthy snacks for them and promote physical activities both indoors and outside. Food allergies are clearly documented and all staff are fully aware of children's individual dietary requirements.

Children competently manage their own personal needs and staff encourage their sense of responsibility and independence skills. Staff talk to children about road safety and stranger danger. Children are also supported to keep themselves safe as they move around the premises and the outside play environment. Staff use communication systems and children wear high visibility jackets to keep them safe on the dark winter nights outside. Regular fire drills take place at the club and children know the drill well. Staff are fully informed of children's medical requirements. Parents sign the medication forms for individual children's requirements. All accidents to children are recorded and parents are informed appropriately. Children are well supported by staff on entry to the club and when they move onto other settings. Partnership with parents and other agencies involved with children's care and education are effective, which ensures their individual needs are met.

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

All staff demonstrate a secure knowledge of their responsibilities with regard to safeguarding children. Recruitment and vetting procedures are completed before staff begin at the club. Children feel safe in the club and they are effectively protected as staff demonstrate their secure knowledge of protecting them from harm. Risk assessments are in place and cover all areas of the club and any identified risks are rectified immediately to ensure a safe secure environment for children. Staff support children to be safe in their

play. The manager understands the requirements of the Early Years Foundation Stage and supports staff in ensuring the children's safety.

The action from the last inspection has been addressed and steps have been taken to improve the club. The detailed self-evaluation in place takes account of the views of all those who use the club and areas for improvement have been identified, for example, developing staff's knowledge of the Early Years Foundation Stage still further.

In order to improve the quality of the service and to drive a programme of continuous improvement, the management team has a range of methods for seeking the views of children, parents and staff. For example, children's opinions are gained through observations, discussions and questionnaires. Parents' views are regularly sought in writing and verbally, in order to improve the quality of the service and to drive a programme of continuous improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY418453
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	875640
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Gillian Robinson
<b>Date of previous inspection</b>	12/10/2011
<b>Telephone number</b>	07981 807 165

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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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