

Club 4 U

Eastfield School, Pig Lane, ST. IVES, Cambridgeshire, PE27 5QT



Inspection date

18 February 2015

Previous inspection date

7 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children and staff have close and respectful relationships. Behaviour is excellent with children of all ages helping each other, engaging responsive staff to help resolve minor disputes when needed.
- Good partnerships with parents exist and they value the service that is provided. Parents are encouraged to take part in the life of the setting. They share the skills and knowledge they have to extend children's learning through fun activities.
- The quality of teaching is good, and children make strong progress in their learning and development. The stable and experienced staff know the children well and offer them an engaging learning environment with a good range of stimulating activities.
- The management team shows a drive to develop the provision. Robust evaluation of practice is carried out, taking into account the views of all staff, as well as families. The manager regularly monitors the provision and ongoing training for staff is valued.
- Staff and managers have a good understanding of safeguarding procedures and what to do if they had concerns about the welfare of a child. Robust partnerships are in place between the school and the provision to promote consistency in meeting children's needs.

It is not yet outstanding because:

- Staff sometimes miss opportunities to extend children's critical thinking, by using effective questioning to encourage them to explore their own ideas and find their own solutions.
- Leaders have recently started to formally observe staff to monitor practice. Although the process is not yet fully embedded to refine and improve the quality of teaching and learning further.

What the setting needs to do to improve further

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

- embed the system for observing staff, to continue to develop their skills in supporting and extending children's learning and development
- increase opportunities for children to think critically, such as through the consistent use of effective questioning, encouraging them to experiment and explore their own ideas.

Inspection activities

- The inspector observed activities taking place in the out of school club and spoke with practitioners and children.
- The inspector viewed the setting's indoor and outdoor learning environments.
- The inspector conducted a joint observation with the out of school club leader.
- The inspector held a meeting with the manager who oversees the out of school club and playgroup.
- The inspector looked at: learning records for playgroup children, evidence of the suitability of staff, the setting's self-evaluation and a range of other documentation, including risk assessments and policies and procedures.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Julia Sudbury

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Managers and staff have a good understanding of the learning and development requirements. Activities that interest children of all ages, such as cooking and making lanterns for Chinese New Year are planned and tailored to differing abilities. Children enjoy friendly conversations with staff and each other, which develops their communication and language skills. However, staff do not consistently extend children's critical thinking. They are not always supported by staff to explore their own ideas and find their own solutions. Good links are in place with parents who support the setting with additional learning opportunities as, for example, they bring in real x-rays for the children to look at. Parents are kept informed about their child's experiences through face-to-face discussions at the end of the sessions. A range of resources is freely available, both inside and outside, that supports all areas of learning. The progress of children in the playgroup provision is regularly monitored through a robust system of observation, assessment and planning. This supports their ongoing development and readiness for school.

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

Children are allocated a key person when they start, which supports them to develop secure relationships. All children are invited for settling-in visits and have a buddy which supports them with their move into the setting. Children of all ages build good friendships. They enjoy the social aspects of the holiday club and can be seen helping each other to achieve. Children access outdoor play to benefit from fresh air and physical exercise. Staff work in partnership with parents to ensure healthy lunches are provided, and fruit is freely available. Impromptu discussions about health, such as the importance of cleaning teeth, help children to understand the benefits of a healthy life style. Younger children are supported to learn appropriate self-care skills, such as going to the toilet, hand washing and managing coats and shoes.

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

The management team demonstrates a drive to develop the provision. The manager, who oversees the playgroup and out-of-school club, spends time in both provisions monitoring practice. Regular team meetings are used effectively to focus on children's needs and to support the development of staff practice. Systems for supervision and appraisals are in place. The provision has recently introduced staff observations to support the further development teaching. However, this is not yet fully embedded. Appropriate recruitment procedures ensure that staff are suitable to work with the children. On-going staff training is valued and new learning is implemented effectively. For example, following Forest School training, the provision now makes use of a local woodland area with children of all ages. Parents value the provision and say their children enjoy attending. Staff have a good understanding of children's abilities and are supporting their development well.

Setting details

Unique reference number	EY334239
Local authority	Cambridgeshire
Inspection number	862605
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	78
Name of provider	Club 4 U Ltd
Date of previous inspection	7 January 2011
Telephone number	01480 463 958

Club 4 U was registered in 2006 and is managed by a voluntary management committee. The out of school club runs from 7.50am to 9am and 3.15pm to 6.15pm, Monday to Friday during term time. The holiday club runs from 8am to 6.15pm weekdays during school holidays. The playgroup runs from 9am to 11.30am, Monday to Thursday, during term time. The committee employs 11 members of staff including the manager. Of these, six hold appropriate childcare or playwork qualifications at level 3 or above.

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