

# Cramlington Kids Club Ltd

Cramlington Kids Club, Durham Road, Northburn Lea, Cramlington, NE23 3ST



## Inspection date

2 March 2015

Previous inspection date

19 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Effective assessment arrangements are in place to track children's progress. This enables staff to provide appropriate intervention, if required, to meet children's individual needs.
- Effective partnerships are in place with external agencies and services. Information received is used well by staff and has a positive impact on children's unique and specific needs.
- Children's welfare and well-being are very well promoted in the setting. There is a comprehensive awareness of safeguarding issues among the staff, all of whom are suitable to fulfill the requirements of their role and have had appropriate checks carried out.
- Staff place high priority on keeping children safe. This means children demonstrate a good awareness of safety as they play. They know the importance of routines, such as closing safety gates when they leave a room with staff.
- All children behave well throughout the day. Behavioral expectations are clear and visual reminders are located throughout the setting.
- Children's independence skills are well supported. They are aware of daily routines and enjoy the responsibility of tasks, such as pouring their own drinks at mealtimes.

### It is not yet outstanding because:

- Parents are not always asked to contribute to the initial assessments of children's starting points on entry, in order to obtain a complete picture of a child's development.
- Occasionally, large group activities delivered in the Early Years room are too long for younger children, which does not enhance their listening and attention skills.

## What the setting needs to do to improve further

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

- obtain more detailed information from parents about what children can already do when they first start attending, to inform the initial assessments and promote more rapid progress from the outset
- strengthen good teaching even further by ensuring large group activities delivered in the Early Years room are sufficiently focused and time limited, in order to enhance younger children's listening and attention skills.

### Inspection activities

- The inspector viewed all parts of the setting accessed by children, including the outdoor environment.
- The inspector checked evidence of the suitability and qualifications of staff working with children and looked at and discussed self-evaluation with the nominated person and manager.
- The inspector carried out a joint observation with a senior member of staff.
- The inspector observed teaching and learning activities in all rooms in the setting.
- The inspector carried out a meeting with the nominated person and manager of the setting and discussed a range of policies and procedures.

### Inspector

Nicola Jones

## Inspection findings

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

The quality of teaching is consistently good. Practice is particularly strong in rooms where staff have higher level qualifications. Knowledge is used very well to engage children in story sessions, using soft-toys as props. As a result, children make good progress in their communication and early literacy skills. This supports their readiness for school. Children with special educational needs and/or disabilities are supported well, especially with their communication skills. Staff make good use of strategies, such as getting down to children's eye level, to promote their speech. A good balance of adult-led and child-initiated activities are planned to support children's learning. Older children in the Early Years room enjoy music and movement activities. However, occasionally sessions are too long and are not always sufficiently focused on developing the youngest children's listening and attention skills. Regular exchange of information about children's achievements with parents ensures they are kept updated with the progress their child is making. However, staff do not routinely obtain information from parents about what children can do when they first start attending, to contribute to initial assessments and promote rapid progress from the outset.

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

An effective key-person system is in place. Children receive high levels of care and are supported well to develop positive relationships with staff. As a result, children show confidence in exploring their environment and are motivated in discovering new things. Staff ensure they obtain good quality information from parents, in order to support children's physical and emotional needs. Practice is particularly effective where very young babies are present. A two-way flow of information ensures children's routines, such as feeding and sleeping are adhered to. This provides continuity of care between home and the setting, supporting children very well. Good opportunities are provided for children to be physically active. They have regular access to the outdoor environment where they enjoy practising skills, such as balancing, throwing and kicking large balls and digging.

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

The manager has a secure knowledge of the learning and development requirements. A good overview of the activities provided is maintained. She is well supported by the nominated person and senior members of staff to review the provision regularly. This, along with the views of parents and children, helps her to identify areas for improvement. This has a positive impact on children's achievements. Assessments are monitored well. As a result, children receive correct intervention at the earliest stage, to meet their individual needs. Staff are well supported. The manager works alongside them in the rooms and provides ongoing support and training. This, in conjunction with supervision and appraisal systems, improves their already good practice and has a positive impact on children's achievements. Partnerships with local schools are good. Well-established links are in place. This contributes to meeting children's needs and complements their learning in school.

## Setting details

<b>Unique reference number</b>	EY398382
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	859956
<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>	147
<b>Number of children on roll</b>	242
<b>Name of provider</b>	Cramlington Kids Club Limited
<b>Date of previous inspection</b>	19 February 2010
<b>Telephone number</b>	01670 730 428

Cramlington Kids Club Ltd was registered in 1995. The setting employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or higher, including two with Early Years Professional status. The setting opens, from Monday to Friday all year round, from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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