

Cambridge Kidsclub@ Queen Ediths

Queen Edith Cp School, Godwin Way, CAMBRIDGE, CB1 8QP



Inspection date

Previous inspection date

13 May 2015

15 February 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of interaction between staff and children is variable. Not all staff show enthusiasm to engage, motivate and challenge children through their interaction and conversation with them.
- Staff do not make the most of opportunities to develop children's independence.
- Younger children have not been assigned to a designated key person to help ensure that their care is tailored to their individual needs.
- Links are in place with parents and schools where children attend. However, these are not sufficiently focused on sharing information to complement early years children's ongoing development.

It has the following strengths

- Children are cared for in a safe and secure environment. Staff demonstrate a good understanding of safeguarding procedures and are clear about who to contact should they have a concern about a child's welfare.
- Children of all ages are happy, secure and generally engaged in a range of activities. The setting has a calm feel and children think it is a fun place to be.
- Parents are able to provide comprehensive feedback and this is used to support developments within the club.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all early years children are assigned to a key person to enable secure attachments that support independence.

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

- enhance communication with parents and other providers, so that precise information is consistently shared in order to continue building securely on all that the children know and can do
- ensure a range of opportunities that develop children's independence are provided
- improve staff's understanding of the importance of supporting children's play in a way that engages, motivates and challenges all children.

Inspection activities

- The inspector observed activities in the main hall, snack areas and playground.
- The inspector looked at children's records, and spoke to children and staff about activities.
- The inspector spoke to a number of parents, looked at parents' comments and the results of parent surveys.
- The inspector carried out a joint observation with the play leader.
- The inspector looked at records of the staff's suitability and training, and discussed the management of the setting with the owner, coordinator and play leader.

Inspector

Julia Sudbury

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The setting has a calm feel. Children of all ages enjoy their time at the setting and are engaged in a range of age-appropriate activities. For example, they help to make flapjacks for tea, enjoy creative painting activities or simply relax and read books. A broad range of resources means that children are happily occupied. Staff generally join in with children's play. However, qualifications and experience in the staff team are variable and this has a negative impact on the quality of support children receive. For example, not all staff are as skilled in engaging children in conversations and activities. This means, at times, children are not supported to try new things, or find their own solutions to problems. Parents are welcomed into the setting when they collect their children. Newsletters keep parents generally informed about the life of the setting.

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

Children learn to value and respect each other because staff are good role models. They work to consistently agreed boundaries that encourage children to share and play cooperatively. Most children are happy and secure while attending the setting. However, early years children have not been assigned to a designated key person, which has a negative impact on their ability to have supportive relationships with staff. Children have some opportunities to develop their independence, such as hanging up their own coats. However, opportunities to develop children's independence are not optimised at snack time, with children being served food rather than preparing it themselves. Children's health is promoted. They are reminded to wash their hands before eating and are encouraged to make use of the outside play area for physical play. Parents are welcome to spend time at the setting when children start to help them feel secure in the new environment. Information about what children like is gathered from parents. Staff collecting, or picking up from school ensure messages between home, the school and the setting are passed on.

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

The management team has an acceptable understanding of the Early Years Foundation Stage, although they have not identified the requirement for assigning each child to a designated key person. The management team, along with staff, carry out evaluation of the provision's strengths and weaknesses. Parental views are included through an annual online survey. Management recognise that a lack of staff experience and qualifications have a negative impact on the quality of the provision. They are currently supporting a number of staff to complete level 3 qualifications. There are good procedures in place for the recruitment and vetting of staff. Staff are supervised through regular team meetings and informal coaching. There are good policies and procedures in place to ensure the safety of children and these are understood well by all staff. While there are links in place with both parents and the schools early years children attend, these are not sufficiently focused on sharing information that complements children's ongoing development.

Setting details

Unique reference number	EY431630
Local authority	Cambridgeshire
Inspection number	853230
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	60
Number of children on roll	550
Name of provider	Cambridge Kidsclub Limited
Date of previous inspection	15 February 2012
Telephone number	07960412716

Cambridge Kidsclub@ Queen Ediths was registered in 2011. It is owned and run by Cambridge Kidsclub Limited. The club is open each weekday from 7.45am to 9am and 3.15pm to 6pm during term time, and from 8am to 6pm during school holidays. There are 13 members of staff, of these four hold childcare qualifications at level 3 and two hold Qualified Teacher Status.

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