

Knavesmire Cool Kids Club

Knavesmire Primary School, Trafalgar Street, York, North Yorkshire, YO23 1HY



Inspection date

10 July 2015

Previous inspection date

5 January 2012

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

- The manager and majority of staff are qualified and have attended relevant training, which means they have a good understanding of the Early Years Foundation Stage. They continue to deliver the learning and development requirements to maintain their good practice and ensure all children make good progress.
- Staff have developed good links with the host primary school and share relevant information with teachers through the use of consultation forms. This creates a complementary approach and supports children in their future learning.
- Children have daily opportunities to participate in physical play and staff provide them with a good range of nutritious snacks. This means healthy lifestyles are promoted well.
- Staff have established an effective key-person system, which successfully promotes children's well-being. As a result, children form secure attachments and develop positive relationships with staff and their peers.
- Children are safeguarded well because staff implement a good range of written policies, procedures and risk assessments. For example, relevant documentation is in place to record children's accidents or injuries. In addition, staff are deployed appropriately and ratios are consistently met to ensure children are supervised effectively.
- Staff create a friendly, relaxed and welcoming environment, which contributes to children's self-esteem and sense of belonging. This means children are happy and settled in their surroundings.

It is not yet outstanding because:

- Staff do not make effective use of daily routines to enhance children's communication and language skills.
- The manager does not encourage parents to regularly share their views and feedback to support the self-evaluation process.

What the setting needs to do to improve further

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

- develop opportunities for children to talk about their day at school to enhance their communication and language skills
- seek the views of parents on a regular basis to inform self-evaluation and help drive future improvement.

Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to the staff members in the setting.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of the inspection.

Inspector

Rachel Enright

Inspection findings

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

Staff interact well with children and provide them with a wide range of resources to enable them to make their own choices. Children engage in a good variety of fun and exciting activities, which means they remain interested and motivated in their play. As a result, children gain the necessary skills to support their learning at school. Children show concentration and develop their creativity as they make sand pictures and participate in a selection of mark-making activities. They thoroughly enjoy using their imagination when they play with construction and small-world resources. Children develop their understanding of the world as they use the tablet computers, which support their technology skills. Staff continually talk to children and ask relevant questions to promote their communication and language development. However, staff miss opportunities during the daily routines to encourage children to talk about their day at school. Staff ensure parents are kept well informed, which makes a strong contribution to meeting children's individual needs. For example, staff provide parents with verbal feedback on a daily basis and regularly send out letters to share news and upcoming events. Parents are happy with the service on offer and make comments, such as 'The setting provides flexibility' and 'Staff are lovely and friendly'.

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

Children show good levels of confidence and independence. Staff support them to manage their own personal needs and develop their self-care skills. During snack time, children help with appropriate tasks, such as pouring their own drinks and clearing away their own dishes. Staff effectively manage children's behaviour, which means they fully understand the boundaries and expectations. Consequently, younger and older children play well together, which successfully promotes their personal, social and emotional development. This is further supported as children have access to a cosy area, where they can rest, read books and chat with their friends. Staff use regular praise and encouragement to ensure children feel valued and self-assured.

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

The manager has established good links with the local authority advisor and attends network meetings with other professionals. This enables her to share ideas and enhance future practice. Staff are supported to further their professional development through performance management systems, including appraisals and team meetings. There are good systems in place for recruitment, induction and vetting procedures to ensure staff are suitable for their roles and responsibilities. The manager and staff team work well together. They understand the importance of reflecting on their daily practice to identify their strengths and areas for development. Staff regularly monitor and evaluate activities, resources and the environment to ensure children are progressing well. However, the manager does not consider the views of parents to support the self-evaluation process and enable her to use their contributions to maintain continuous improvement.

Setting details

Unique reference number	EY216711
Local authority	York
Inspection number	855706
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	94
Name of provider	Knavesmire Cool Kids Club Committee
Date of previous inspection	5 January 2012
Telephone number	01904 611365

Knavesmire Cool Kids Club was registered in 2001. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above, including one staff member who holds a qualification at level 5. The setting opens Monday to Friday, from 8am until 9am and from 3.15pm until 6pm, during school term time. It is also open Monday to Friday, from 8am until 6pm, during school holidays.

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