

# East Thurrock Kids Club

Stanford-le-Hope Childrens Centre, Copland Road, STANFORD-LE-HOPE, Essex, SS17 0DF



<b>Inspection date</b>	20 July 2015
Previous inspection date	26 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

- Staff are kind and considerate towards the children, resulting in warm and caring relationships. Children behave well, play happily with one another and readily form friendships with other children.
- Older children are well prepared for school. Staff support children to be independent. Children are encouraged to learn about responsibility by helping adults carry out small tasks. This approach equips them with the required skills they will need in the future.
- Qualified and experienced staff work skilfully with children. Staff plan and provide opportunities that take children's interests into account. This means children make good progress.
- Partnerships with parents are good. Staff regularly share information with parents about the progress their children are making. They inform parents about what children are learning so they continue with this at home.
- The management and staff use self-evaluation to help them make continued improvements. They reflect on their practice and procedures, and successfully implement clear action plans for the future.

### It is not yet outstanding because:

- There is scope to improve the outdoor environment to fully maximise opportunities for children's learning and development.
- Staff do not always give children consistent messages about healthy eating or fully involve parents in supporting children to make healthy choices.

## What the setting needs to do to improve further

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

- extend learning experiences and resources in the outdoor area and provide interesting opportunities for children to explore the natural world and learn about planting and growing
- look at ways to further promote children's good health and enhance their understanding of healthy eating, and involve parents when doing so.

### Inspection activities

- The inspector observed activities and spoke with the provider, staff and children at appropriate times throughout the inspection.
- The inspector viewed all areas of the setting and the range of toys, equipment and resources available for children.
- The inspector looked at a sample of records, including children's details, learning information, written policies and a selection of other documents, with the manager and staff.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the setting's self-evaluation form.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.
- The inspector conducted a joint observation with the room leader in the pre-school room.

### Inspector

Joanne Barnett

## Inspection findings

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

Staff provide good-quality teaching through a wide range of stimulating activities, ensuring children have enjoyable learning experiences. Staff have a good understanding of how to promote the prime areas of learning with the younger children, who they talk with enthusiastically. Lots of praise and eye contact underpin the interaction, ensuring children are fully engaged. Staff deliver well-planned activities, providing opportunities for these children to explore textures and to develop their coordination skills through messy play. There is a good balance between planned activities and child-led play, as older children freely move between the outside space and indoor space. Children enjoy climbing and manoeuvre themselves on bikes, practising their physical skills. However, staff do not present resources outdoors to capture children's imagination to the full effect, or provide interesting opportunities to help children to find out about planting and growing. Staff listen carefully and attentively follow what children say. They make good use of all activities to encourage children to count, name shapes and compare sizes of objects. Staff effectively promote children's development through all activities, ensuring they make good progress across all areas of learning. They create age-appropriate, child-centred environments in each of the rooms.

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

Children's emotional well-being is consistently promoted due to the effective key-person system. Staff obtain relevant information about children's routines and follow the patterns established at home. Children are provided with a broad choice of healthy foods at snack times but have less opportunity learn how to make healthy choices at other mealtimes, as staff do not consistently deliver the same clear message about healthy eating. Staff clearly recognise the importance of encouraging children to form good relationships with them. Children gain a sense of belonging and settle in well. They learn to follow daily routines independently. Children are well behaved because staff motivate them with lots of praise and rewards for their efforts and achievements. Staff provide an extremely welcoming environment, in which children can confidently explore their surroundings.

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

The management team fully understand their responsibility to meet the requirements of the Early Years Foundation Stage. Staff understand their responsibilities with regard to safeguarding children through training and effective procedures. This ensures that children are protected and kept safe from harm. Children's progress is monitored by their key person, who maintains records about their learning and development. Management collate this information to enable groups of children's overall progress to be tracked. Partnerships with parents are good, as comments from parents indicate their children's enjoyment of the activities and the friendliness of staff. Staff have good links with outside professionals, schools and agencies. This means that detailed information about children is appropriately exchanged in order to fully support the needs of all children.

## Setting details

<b>Unique reference number</b>	EY321319
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	862411
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	70
<b>Number of children on roll</b>	269
<b>Name of provider</b>	East Thurrock Kids Club Ltd
<b>Date of previous inspection</b>	26 February 2010
<b>Telephone number</b>	01375643683

East Thurrock Kids Club was registered in 2006. The setting opens Monday to Friday all year round and includes a pre-school, nursery, out of school club and holiday playscheme. Sessions are from 7am to 6.45pm. The setting employs 29 members of staff. Of these, most hold appropriate early years qualifications and several have more advanced qualifications. The setting provides funded early education for two-, three- and four-year-old children.

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