

# Chaddy Kids Club

St. Matthews C of E School, Chadderton Hall Road, Chadderton, OLDHAM, OL9 0BN



## Inspection date

6 November 2015

Previous inspection date

8 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Staff have a secure knowledge of how to promote the development of the diverse group of children attending the setting. They plan a wide range of activities based on children's interests to complement their time spent in school. Staff skilfully support younger children to develop confidence and a good capacity to progress and learn.
- The key-person system is well established. Children form secure emotional attachments to staff and have positive relationships with older children in the setting.
- Staff are good role models and provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony.
- Partnerships with parents and the school are effective and make a significantly positive contribution to meeting the needs of all children.
- Staff establish open communication links with children's teachers from the start. They gather appropriate information to complement children's learning and development in the setting.

### It is not yet outstanding because:

- Professional development opportunities focus on mandatory training rather than on prioritised areas to enhance staff practice.
- The gathering of parents' views to further assist in identifying areas for the development of practice is not yet fully developed.

## What the setting needs to do to improve further

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

- extend the programme of professional development for all staff so that it is focused more precisely on continually improving the key areas of practice
- enhance arrangements for self-evaluation to include the views of parents, in order to assist in identifying areas for further improvement.

### Inspection activities

- The inspector observed children engaged in activities in the indoor environment.
- The inspector spoke to staff and children throughout the inspection. She held discussions with the manager and deputy manager at appropriate times during the inspection.
- The inspector discussed arrangements for self-evaluation with the manager.
- The inspector looked at a range of documents, including a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff.
- The inspector took account of the views of several parents spoken to on the day of the inspection.

### Inspector

Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff are enthusiastic, dedicated and fully committed to caring for children. They strive to provide a good quality service to meet the needs of all children and their families. The arrangements for safeguarding are effective. Detailed policies and procedures are consistently implemented and underpin daily practice. Staff have a clear understanding of what to do and who to contact in the event of a child protection concern. Staff develop effective links with school staff and liaise well to support the continuity of children's care. This contributes to ensuring that children are well supported as they move from school into the setting. Staff attend training, such as first aid, safer food handling and safeguarding, to improve their knowledge in order to keep children safe. The manager carries out regular supervisions and appraisals to manage staff performance. Staff keep parents well informed about children's activities and experiences. Parents are extremely keen to air their views about the setting and are highly complimentary about the staff and the care their children receive. They comment that staff are approachable, welcoming and show genuine care and affection for the children.

### Quality of teaching, learning and assessment is good

Staff provide a good range of activities that captures children's interests. They effectively support their physical, communication and language skills, and personal, social and emotional development. This helps children acquire the skills, abilities and attitudes that prepare them well for future learning. Staff support children who speak English as an additional language effectively. They value children's home language and use signs, symbols and gestures to help develop their understanding of English. Children are clearly happy to arrive at the setting, chatting cheerfully to staff and each other as they put their belongings away. They are keen to talk to staff about what they have been doing at school. Children beam with pride as they explain that they are taking home, 'Max the Monkey' because they have, 'Done good writing'. Staff are attentive and listen carefully to what children say. They respond with words, such as, 'Wow, well done' and, 'I'm very proud of you'. This helps children feel good about themselves and promotes their self-esteem. Staff skilfully encourage children to talk, explore and use their imaginations. This helps to develop children's confidence and communication skills. Children are motivated and fully engaged in their play as their choices are respected and activities are planned accordingly. Staff support disabled children and those with special educational needs well and promote their care and development through detailed individual care plans.

### Personal development, behaviour and welfare are good

Children are well settled and demonstrate high levels of confidence and security within the setting. Staff are sensitive to each child's individual needs and respond accordingly. They encourage children to be responsible for essential tasks, such as setting up and tidying away resources. Staff teach children to learn how to manage risks and to be responsible for their own safety. Children are involved in completing risk assessments and learn to identify potential hazards, in order to keep themselves safe. They enjoy a wide range of opportunities for physical exercise and fresh air and learn about the importance of adopting a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY434387
<b>Local authority</b>	Oldham
<b>Inspection number</b>	853524
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	36
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Wendy Jane Leech
<b>Date of previous inspection</b>	8 May 2012
<b>Telephone number</b>	07742349314

Chaddy Kids Club was originally registered in 2000 and re-registered in 2011 due to a change of ownership. The setting operates from four rooms in St. Matthews C of E School in the Chadderton area of Oldham. The setting is open each weekday from 7.45am to 9am and 3.10pm to 5.30pm, term time only. The setting supports disabled children and those with special educational needs and children who speak English as an additional language. There are eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds an appropriate early years qualification at level 4 and one holds an appropriate early years qualification at level 3.

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