

# GR8 Kids @ Stimpson

Stimpson Avenue Primary Academy, Stimpson Avenue, NORTHAMPTON, NN1 4LR



<b>Inspection date</b>	22 April 2016
Previous inspection date	28 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

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

- Staff do not obtain all of the required information about each child from their parents or carers. They have not collected information about any person who has parental responsibility for a child.
- The current system in place to supervise staff is not effective in recognising the weaknesses in practice and supporting improvements. There is an inconsistent approach from staff to supporting children's involvement and well-being.
- The management team does not use self-evaluation effectively to support the continuous development of the provision. The views of parents and children are also not taken into account to inform future improvements.

### It has the following strengths

- Staff liaise with parents to find out about children's needs when they first start at the club. They build suitable relationships with children and their families. They link with the school to promote continuity in children's care and learning.
- Overall, staff demonstrate a suitable understanding of how children learn. They undertake observations of young children and build up a picture of their needs and interests. Then, they plan activities that interest children and motivate them to explore and gain useful skills.
- Children are happy and enjoy the social opportunities at the club. They independently choose resources from accessible storage indoors and outdoors. Children join their friends in acting out imaginative scenarios and they learn to share and take turns as they play computer games together.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ obtain and record all of the required information for each child, including information about any person who has parental responsibility for the child	09/05/2016
■ ensure systems for performance management are effective in providing support and coaching to staff and in sharing strong practice, so that they consistently promote the interests of children.	20/05/2016

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

- improve the self-evaluation processes and include more opportunities to review and act upon the suggestions and ideas of parents and children.

### Inspection activities

- The inspector observed activities in the main playroom, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Children are kept safe through the implementation of a varied range of policies and procedures that contributes to promoting and safeguarding children's welfare. Staff have attended training to develop their knowledge of child protection. They carry out regular checks of the rooms and areas they use within the school to outline hazards and to minimise risks to children. Staff have attended training in first aid so that they have the knowledge to treat children appropriately after minor accidents. The manager undertakes meetings with staff so she can offer support and monitor their performance. However, these systems for supervision are not effective in outlining inconsistencies in staff practice. The manager and the provider undertake some self-evaluation of the practice at the club. However, they do not do this well enough in order to identify weaknesses and do not obtain the views of parents or children to inform this process.

### Quality of teaching, learning and assessment requires improvement

Staff recognise that children learn through play. They provide children with appropriate experiences that they can enjoy at the end of their school day. Overall, staff support children suitably to join in activities. However, at times children's well-being is not fully promoted, which affects their engagement and focus. Despite this, young children show a positive attitude towards new experiences. They join older children confidently and enjoy making bird feeders. Children laugh as they mix the seed and the lard with their hands. Staff encourage children to describe the smell of the lard and the texture, developing children's confidence to speak in group situations. Subsequent planned activities link well to further develop children's knowledge of the world. Children compare visual characteristics of different types of birds. They share their knowledge, learn the names of unfamiliar birds and discuss some of the individual characteristics.

### Personal development, behaviour and welfare require improvement

Staff work with parents when children first come into the club, gathering information about each child's likes and dislikes. However, they do not obtain all of the required information about each child in their care. A key-person system is in operation for the younger children, helping promote positive relationships between staff and children. However, not all staff take the time to consistently support children attentively and this affects children's engagement and well-being, particularly when they arrive at the club. Nonetheless, overall, children enjoy their time at the club. They are learning to manage their feelings in an appropriate way. They are developing an awareness of others and the boundaries that are in place for safety. Staff involve children in routine tasks, such as tidying away resources and setting up for snack, which builds children's sense of responsibility and cooperation. Children have suitable opportunities to be active. They enjoy time playing games in the adjacent school hall or using a variety of sports equipment out on the school playground.

## Setting details

<b>Unique reference number</b>	EY362624
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1041424
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	5 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Gr8 Kids Ltd
<b>Date of previous inspection</b>	28 February 2013
<b>Telephone number</b>	07918 123175

GR8 Kids @ Stimpson was registered in 2007. The club employs four members of childcare staff, of these, three hold appropriate qualifications ranging from level 2 to level 3. The club opens from 8am until 9am and from 3.15pm until 6pm, Monday to Friday, during school term time only.

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