

<b>Inspection date</b>	8 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children communicate well with their friends and with adults. They are polite and well-behaved.
- Children have secure attachments with adults at the setting because staff are friendly and apply clear boundaries. Children respond to this, showing that they are relaxed and feel safe while at the setting.
- Children manage social interactions between themselves very well. For example, they organise themselves into teams for sporting games.
- The arrangements for children's outdoor play and activities are well organised and provide children with good opportunities to work together to achieve a common purpose. They develop physical movement and skills. For example, they can coordinate the movements of a parachute together and they can hit a ball with a racket.
- Documentation is in good order. This helps to support the safe and effective management of the setting.

### It is not yet outstanding because:

- Children become less engaged with their play when the resources available to them have a limited range. Additionally, after snack-time, there is an initial lack of purpose for the children because activities take a while to be re-established.
- The reading area is not used by children. It has a poor range of books and is not an inviting area for children to use.

## What the setting needs to do to improve further

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

- further develop the resources, and the presentation of these, to provide a comfortable and relaxing reading area
- continue to review and expand the range of resources for children's activities and play
- review the period immediately after snack-time to provide more purposeful activity for children.

### Inspection activities

- The inspector observed the children being collected from school.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector had discussions with parents.
- The inspector had discussions with children.
- The inspector observed interactions between staff and children.
- The inspector observed children while they were involved with indoor and outdoor activities.
- The inspector checked written policies, criminal records checks for staff, paediatric first aid training and other relevant records.
- The inspector had a tour of the setting and discussed how the club operates with the manager.

### Inspector

Mark Evans

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is directly involved with the care of children. She has a clear and purposeful approach when working with groups of children. Leaders initiate improvements. For example, they have devised a system for children to record their ideas for activities. However, the views of others are not effectively sought to help widen the scope of evaluation and improvement. Partnership with parents is very positive. Parents comment that the levels of communication are good and that their children settle well. The arrangements for safeguarding are effective. Staff reflect well on the types of abuse, what could cause concern and the procedures to follow. There are good systems in place to keep children safe. For example, children wear high visibility jackets when being collected from school. Some rear parts of the premises are not fully suitable for children to use. However, there are doors that restrict children's access to these areas, which staff monitor. The provider is continuing to assess how this is best managed. Staff complete essential training. For example, all staff have paediatric first aid certificates. The staff-to-child ratios and qualification levels exceed the requirements. As a consequence, there are very effective levels of supervision and support for children.

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

Staff greet children warmly when collecting them from school. Children have regular outdoor play within the school grounds. They particularly enjoy organised games. For example, the whole group participated excitedly in a parachute activity where they had to work together, within identified sub-groups, to raise and lower the parachute. This either allowed others to run under the parachute, from one side to the other, or on another occasion, to control the motions of a ball on top of the parachute. Children benefit from outdoor play and exercise. They have very good levels of coordination and physical control of their bodies. Staff create a warm and welcoming environment. Children choose from available resources and staff support children with their activities. Children are keen to be creative and show high levels of interest when using craft materials. For example, they followed staff guidance for an activity where they applied glue and paint onto wooden boards and used cocktail sticks to create patterns and make marks.

### Personal development, behaviour and welfare are good

The children have some opportunities to discuss and to record their ideas for activities. Examples of their ideas include baking, painting, and foam play. Children's behaviour is very good. Staff manage any behavioural issues promptly and effectively. Children show enthusiasm for a healthy range of foods, which they help to prepare and independently select from. Children are confident and effective communicators. They listen carefully and convey their ideas thoughtfully. For example, they reflected on the presentation of the book area and explained how this could be improved. Children understand about how to keep themselves safe and to protect their wellbeing. For example, they explain how they would respond to issues such as bullying; they are clear about how they would manage the situation initially and they are confident that staff would support them effectively. There is a buddy system to help support children who are new to the setting.

## Setting details

<b>Unique reference number</b>	EY496497
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1067403
<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>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	SJS Childcare Limited
<b>Registered person unique reference number</b>	RP535080
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07870640866

Collingtree Kids was registered in 2015 and takes place in the village of Collingtree, Northampton. The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one at level 4. The club opens from Monday to Friday during the school term time only. Sessions are from 3.30pm to 6pm.

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