

# Nether Kellet Kids Club

Village Hall, Shaw Lane, Carnforth, LA6 1EY



## Inspection date

14 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2

## Summary of key findings for parents

### This provision is good

- Managers organise the environment well. They are committed and dedicated to providing high-quality care and education for all children. Children are happy and settle quickly in the warm and welcoming environment provided.
- The managers and staff are well qualified and they know individual children well. They use information obtained from observations and assessments to plan how best to support children's learning. All children make good progress towards the early learning goals.
- The key-person system is very effective and children build close bonds with staff. Children's physical and emotional well-being take a high priority. Children build strong and meaningful relationships with their key person.
- Partnerships with parents are very good. They are kept well informed about their children's progress in learning and development. They welcome the support and resources given by staff to help with children's learning at home. This contributes to continuity and shared learning opportunities.
- Children's behaviour is good and they play cooperatively together. Staff teach them about morals and standards, helping them gain good personal and social skills in preparation for school.

### It is not yet outstanding because:

- Occasionally, staff's involvement during children's activities is overwhelming and children are not given maximum opportunities to make independent choices.
- Staff do not make best use of the outdoor environment to support children's all-round development.

## What the setting needs to do to improve further

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

- provide children with more time and opportunities to make independent choices and initiate their own play ideas
- review the use of the outdoor environment so that children have access to all areas of learning, particularly for those children who prefer playing and learning outdoors.

### Inspection activities

- The inspector observed the quality of teaching and interactions between children and staff during indoor and outdoor activities, assessing the impact this has on children's learning.
- The inspector carried out a joint observation with the provider.
- The inspector checked evidence of staff suitability records and their qualifications.
- The inspector sampled a range of documentation, such as attendance records, induction procedures, relevant policies and procedures and children's assessments.
- The inspector spoke to a small number of parents and carers, taking their views into account.

### Inspector

Janice Caryl

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and managers ensure that staff receive comprehensive child protection training. This helps to ensure they are consistently alert to the possible indicators of abuse and neglect. Staff know how to report and document any concerns relating to children's welfare. Leaders and managers have a strong drive for continuous improvement and evaluate the setting well. They encourage staff to be self-reflective and critically evaluate their own practice. Regular supervision sessions and performance management opportunities help staff to identify targeted training that suits their needs. The manager and staff effectively monitor children's progress in their learning and development. This helps to identify those children who require additional support and helps to improve outcomes for all children.

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

Staff skilfully teach children early literacy skills and they effectively learn how to pronounce letters and sounds. Older children take delight in writing the names of their family members to make a family tree. Staff provide lots of sensory activities for younger children to take part in. For example, children experience the feel of a cornflour and water mix running through their fingers. They explore and investigate paint on their hands and feet. Staff know how to extend activities and introduce new mathematical concepts and language. Older children make different length lines using blocks and bricks. Staff effectively teach them how to measure, compare and calculate. Children lie down and stretch their bodies, matching it to the length of bricks. In addition, they confidently count the number of steps it takes to reach the end of the line.

### Personal development, behaviour and welfare are good

Young children's individual care routines are respected, helping them to feel safe and secure. Staff help children to develop a strong sense of belonging. For example, they encourage children to talk about their family and people who are close to them. Staff make good use of opportunities to teach children about the importance of a healthy diet and good personal hygiene. Overall, children are provided with good opportunities to develop self-care skills. They show high levels of confidence when completing age-appropriate tasks. For example, they hand out toast to their peers at snack time. Staff plan many activities and experiences that help children to respect and celebrate differences and diversity in society.

### Outcomes for children are good

All children, including those who receive funded education, make good progress in their learning and development. Children develop good communication and listening skills. They acquire the skills necessary in preparation for their next stage in learning or school. Children are active and motivated learners. Younger children demonstrate their delight as they participate in songs and rhymes and join in with the actions. Older children are learning to take turns and form positive relationships with their peers. They learn about people and places in their community.

## Setting details

<b>Unique reference number</b>	EY492917
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1024700
<b>Type of provision</b>	Full-time 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>	2 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Nether Kellet Kids Club Ltd
<b>Registered person unique reference number</b>	RP907117
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01524811811

Nether Kellet Kids Club was registered in 2015. The pre-school employs four members of childcare staff. All staff but one hold appropriate early years qualifications at level 3, including the manager who holds qualified teacher status and early years professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 6pm, Monday to Wednesday. On Thursday and Friday, the club opens before and after school only from 8am until 9am and 3.15pm until 5.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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