

# Canterbury Kids Club

Finchale Primary School, Canterbury Road, Durham, DH1 5XT



<b>Inspection date</b>	6 October 2016
Previous inspection date	26 June 2013

<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
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

- The manager works in a strong and effective partnership with committee members to make sure that the setting runs most efficiently. They ensure that their service meets the needs of children and their families. School staff value the cooperative working which exists between the learning environments.
- The manager is a well-qualified, dedicated and experienced practitioner who is committed to reflecting on and improving the setting. She seeks the views of staff, children and parents to help with development planning.
- Teaching is good and staff are well qualified. The manager works well with members of the committee to ensure that there are robust and effective systems for recruitment, induction and supervision.
- Children have access to a range of high-quality resources, tools, toys and equipment which support all seven areas of learning. They have regular, planned time outside. This helps children to appreciate and understand the natural world around them.
- Children's behaviour is excellent. Staff help them to understand and follow rules and routines and be considerate to others. Mixed-age groupings for activities help to create a very positive learning environment and a family feel in the setting.
- Staff focus on ensuring that children are kept safe during their time at the setting. The areas of the building used by the setting are kept secure at all times.

### It is not yet outstanding because:

- Although supervision systems are very good, the continuous professional development of staff is not yet focused closely enough on helping them to achieve outstanding practice.

## What the setting needs to do to improve further

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

- strengthen staff development even further and increase the potential to raise the quality of all teaching to an outstanding level.

### Inspection activities

- The inspector viewed the areas of the building used by the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children playing and assessed the quality of teaching and learning.
- The inspector spoke to members of the committee, the manager, school staff, parents and children during the inspection.
- The inspector viewed a range of documentation including children's records, policies and procedures, risk assessments, self-evaluation systems, training records, qualifications and suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they have concerns about a child's welfare or development and are highly vigilant as children play. Risk assessments are used well to help reduce hazards. Children are well supported to understand how to keep themselves safe and healthy. Staff gently remind them about rules and routines and how to move about the setting safely. Staff make sure that older children are kind, considerate and helpful towards the younger children. This helps them feel welcome and well looked after. All children are engaged in decision making and provide feedback for planning. Parents feel that their voice is heard, are highly appreciative of what the setting offers and know any concerns would be swiftly addressed. Staff are committed to working in partnership with other professionals, organisations and agencies to ensure children's needs are met.

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

A range of vibrant, interactive displays celebrates children's achievements, work and interests. These include photographs which demonstrate the wide range of inspiring activities and experiences children undertake, inside and outdoors. For example, they show the varieties of insects spotted by children on numerous bug hunts and their grass cutting art. Children recognise themselves and can recall their experiences, sharing them with friends and their families. Staff plan to meet children's individual needs and capture their achievements in learning files. They build on children's experiences at home and school. Activities, such as fruit modelling with salt dough extend learning in school and are part of the children's contribution to the school harvest festival. This activity gives staff an opportunity to talk about size, shape, quantity and textures, as children play. Communication and language is well supported, staff talk to children about their day in school and help them to express their thoughts and feelings verbally. Good communication with parents ensures that parents know what they can do at home to further boost children's knowledge and understanding.

### Personal development, behaviour and welfare are good

Staff know children extremely well. Each child has a key person, who they build a strong bond with. However, children are happy to go to any member of staff for help if they need it. Staff find out about children's interests, care needs and character from parents and school staff. This helps them provide a developmentally appropriate environment and support children to settle well. Staff are sensitive to children's needs and keep a watchful eye to make sure everyone is happy and engaged in independent play or with their friends. This helps to ensure that new children feel well supported as they become more familiar with their surroundings. Children's independence is very well promoted. They quickly learn routines such as handwashing before meals and help with tasks, such as pouring drinks and tidying away. Mealtimes are opportunities to help children develop social skills and sit alongside friends of all ages. Lots of fun activities and good humoured, welcoming staff help children to thoroughly enjoy the time they spend in the setting.

## Setting details

<b>Unique reference number</b>	EY396844
<b>Local authority</b>	Durham
<b>Inspection number</b>	1065415
<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>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Canterbury Kids Club Limited
<b>Registered person unique reference number</b>	RP904793
<b>Date of previous inspection</b>	26 June 2013
<b>Telephone number</b>	07599 465958

Canterbury Kids Club was registered in 2009, is committee run and situated within Finchale Primary School in the Newton Hall area of Durham. The setting employs nine members of childcare staff. Of these, one holds appropriate early years qualifications at level 3 and four at level 2. The setting is open Monday to Friday during term time only. Sessions are from 7.30am to 8.55am and from 3.25pm to 6.00pm. Children attend for a variety of sessions.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

