

<b>Inspection date</b>	1 February 2017
Previous inspection date	13 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 and staff continue to deliver the learning and development requirements of the early years foundation stage. This helps to ensure children's individual needs are fully met.
- Staff have established strong links with the host primary school and other professionals. This creates a consistent and complementary approach to children's play opportunities.
- Children's behaviour is good. Staff appropriately resolve any minor conflicts when they arise. They use frequent praise and encouragement to help children to feel valued and respected.
- Staff create a homely and welcoming environment where children are happy and relaxed. This helps to effectively promote their emotional well-being.
- All children concentrate well and show interest as they engage in a wide selection of age-appropriate activities. They confidently link their play to real-life experiences.

### It is not yet outstanding because:

- The arrangements for monitoring staff performance are not yet highly focused on strengthening the good quality of interactions even further.
- Self-evaluation systems do not enable staff to set specific targets for continuous improvement.

## What the setting needs to do to improve further

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

- enhance performance management arrangements to help raise the quality of interactions to an even higher level
- strengthen self-evaluation systems and establish precise targets to continually improve the setting.

### Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting. She also held discussions with the nursery teacher of the host primary school.
- The inspector had a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

### Inspector

Rachel Enright

## Inspection findings

### Effectiveness of the leadership and management is good

The majority of staff are qualified and attend relevant training based on their role and responsibilities. They are actively encouraged to continue their professional development. Generally, staff are supported by the manager as they participate in appraisals and regular meetings to discuss future practice. There are good procedures in place for recruitment and induction, so that new staff members fully understand the expectations. For example, new employees are mentored by an existing staff member who is experienced and skilled. The arrangements for safeguarding are effective. Staff are fully aware of the child protection procedures to follow to safeguard children from harm. They understand their responsibilities to protect children who may be at risk of being exposed to extreme ideas. Children play in a safe and secure environment. Staff complete daily safety checklists to recognise and eliminate any potential hazards.

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

Staff have developed good relationships with parents. They encourage them to share information about their children's likes, dislikes and interests on entry to the setting. This enables children to settle quickly and form secure attachments and strong bonds with staff and their peers. Staff follow and extend children's interests well. This helps to support their future learning and enables them to make good progress. Staff get down to children's level and engage them in meaningful discussions. Children are challenged to extend their thinking and problem-solving skills. For instance, they work together to build dens using different-textured fabric and materials. Staff effectively promote children's understanding of the world. Children thoroughly enjoy using small-world resources and learn about different cultures, beliefs and traditions. They participate in imaginary play and make their own creations with playdough and paint. This helps to foster their expressive arts and design skills.

### Personal development, behaviour and welfare are good

Children of all ages play cooperatively together. A buddy system is implemented and older children offer help and support to younger children when required. Staff encourage children to make their own choices and decisions. They are supported to take ownership in the setting and to take responsibility. Children are developing good independence skills. For example, they help to set the table for snack time and prepare their own wraps using a selection of nutritious fillings. Staff have a secure understanding of how to promote healthy lifestyles. They fully recognise the benefits of developing children's physical skills. In addition, staff talk to children about the importance of healthy eating and encourage them to follow effective hygiene practices. This helps children to gain an awareness of how to keep themselves healthy and safe. Children develop a good sense of belonging in their surroundings. They are encouraged by staff to be proud of their own achievements and successes. Children are clearly familiar with the daily routines and comfortably talk about their day at school with their friends.

## Setting details

<b>Unique reference number</b>	EY244846
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	1064371
<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>	3 - 11
<b>Total number of places</b>	44
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Kader Club Playgroup Network Cleveland Committee
<b>Registered person unique reference number</b>	RP520987
<b>Date of previous inspection</b>	13 June 2013
<b>Telephone number</b>	01642 286 599

Kader Club was registered in 2003. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The setting opens from 3.05pm to 5.45pm, Monday to Thursday, and from 3.05pm to 5pm on Fridays during school term time.

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