

Inspection date

1 November 2017

Previous inspection date

2 March 2015

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

Summary of key findings for parents

This provision is good

- Staff get to know children well. They quickly learn what children already know and can do, then plan a range of appealing activities that help children to make good progress. They swiftly identify children who are slower to develop some skills. They tailor their teaching to children's specific needs and children catch up quickly in their learning.
- School aged children enjoy attending the afterschool club. They take part in enjoyable activities and behave well. They help to plan what they do in the club and tell the inspector that, 'This place is nothing but good, good, good'.
- Partnerships with parents are effective. They are involved in their children's learning and welcome ideas for supporting their children at home. They commend staff for their good communication and are very pleased with the progress their children make.
- Good settling-in procedures help children to quickly feel at ease. Staff have a warm and nurturing approach and children develop strong bonds with them. They demonstrate a strong sense of security and confidence.
- Managers are reflective. They seek feedback from staff, parents and children to help to evaluate all areas of practice and identify ways to build on their good standards.

It is not yet outstanding because:

- Occasionally, activities to support older children's creative development are over directed by staff.
- Although managers and staff assess the progress made by individual children, they have not fully considered the different learning needs across groups of children.

What the setting needs to do to improve further

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

- give older children even more opportunities to independently explore a wide range of media and materials to develop their creativity to the highest levels
- use the information gathered from assessments to support the learning needs of different groups of children even more effectively.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector carried out a joint observation of an activity with a senior member of staff.
- The inspector held a meeting with the manager. She looked at a range of documents, such as evidence of the suitability checks carried out on staff and relevant policies and procedures.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Staff are well qualified and arrangements for their supervision are effective. They continue with their own learning, which has a positive impact on practice. For example, following a training course, staff have further developed ways to encourage babies to explore natural materials. Safeguarding is effective. Staff have a very good knowledge of how to promote children's safety and well-being. They know what to do if they are concerned about a child's welfare. Staff have developed successful partnerships with professionals and other settings that children attend. They share information and work together to provide a consistent approach to children's care and learning. This supports children particularly well at times of change.

Quality of teaching, learning and assessment is good

Children have plenty of fun while they play and learn. Staff sensitively support quieter children to take a more active role in activities. This helps all children to become more confident learners. Babies have plenty of opportunities to investigate using all of their senses. For example, they explore lights, colours and sounds in a tent. Toddlers move in a range of ways, such as climbing and balancing, while they play in the garden. This helps to support their developing coordination and physical skills. Older children enjoy acting out stories using puppets and masks. They join in with familiar parts of a story and predict what might happen next. This supports their literacy development well. Staff plan carefully for children's learning. They incorporate children's interests, which helps children to engage well in activities. They show good listening and attention skills.

Personal development, behaviour and welfare are good

Staff model good manners and respect. Children respond to their fair and consistent boundaries and they behave well. Staff give children plenty of attention and praise them often. This supports children to develop strong self-esteem. Children benefit from fresh air and exercise and learn about healthy lifestyles. For example, they talk about how their bodies change during exercise. Staff encourage children to become independent. Children capably meet their own personal care needs, which helps to prepare them for school. Staff encourage children to consider each other's needs and feelings. Children develop early friendships, cooperate and help one another. For example, they find a friend to help them when they struggle to put on their coats.

Outcomes for children are good

Children make good progress in their learning. Most children achieve levels of development that are typical for their age range. Those who need extra support make rapid progress and catch up quickly. Children are curious, motivated to learn and demonstrate a positive attitude to learning. They develop skills in mathematics that prepare them well for later learning. For example, younger children join in with number songs and older children count and compare height and length while building with bricks.

Setting details

| | |
|--|---|
| Unique reference number | EY398382 |
| Local authority | Northumberland |
| Inspection number | 1094022 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 12 |
| Total number of places | 121 |
| Number of children on roll | 319 |
| Name of registered person | Cramlington Kids Club Limited |
| Registered person unique reference number | RP903513 |
| Date of previous inspection | 2 March 2015 |
| Telephone number | 01670 730 428 |

Cramlington Kids Club Ltd registered in 1995. The club employs 26 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, including two who hold early years professional status and one who holds a qualification at level 6. Opening hours are Monday to Friday, all year round, from 7.30am until 6pm. The club also operates every other Saturday to provide care for children who have special educational needs and/or disabilities. The club receives funding to provide free early education for children aged two, three and four years.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

