

Kids R Us At St Matthews



St. Matthews Primary School, 19 Norfolk Street, Cambridge, Cambridgeshire CB1 2LD

Inspection date	15 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Staff understand the ethos of out-of-school care and create a welcoming, positive environment. Children relax, unwind and develop social skills as they interact with their peers. Staff balance this well with opportunities for children to enjoy a variety of activities that support their formal learning.
- Staff build good partnerships with parents. Parents report that they appreciate the good communication, professional approach and the care taken in getting to know each child.
- Children learn to share their views, listen to others and contribute to decision making. For example, they give verbal and written feedback and understand that this contributes to the ongoing development plans for the club.
- Staff make good use of any new knowledge from training. They now offer children additional opportunities to learn and share key words in other languages, contributing to children's awareness of diversity.
- The manager makes good use of her qualification. She offers staff effective supervision and supports them in building on their skills and understanding children in order to offer them appropriate support.

It is not yet outstanding because:

- Staff do not use outdoor areas as well as possible to fully enhance the enjoyment of children who prefer to play outside and to support them in extending their interests.
- Staff do not consistently work effectively with the school to ensure that activities link to children's interests and recent learning as much as possible.

What the setting needs to do to improve further

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

- enhance the use of outdoor areas to offer children who prefer to play outside further opportunities that enhance their enjoyment and enable them to extend their interests
- build on the opportunities to work more effectively in partnership with school and gain further information about children's interests and current learning.

Inspection activities

- The inspector observed activities indoors and outside. She talked with staff and children at appropriate times throughout the inspection.
- The inspector reviewed an activity with the club manager (who is also the owner).
- The inspector held meetings with the club manager. She looked at relevant documentation, discussed the club's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Kelly Eyre

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff complete regular training and review safeguarding at each team meeting, supporting them in keeping their knowledge of local procedures and national initiatives up to date. They demonstrate a clear understanding of the issues that could threaten children's welfare and know how to report any concerns to the relevant agency. Stringent recruitment procedures and ongoing staff suitability checks further promote children's safety and welfare. The manager works well with staff to evaluate the service offered by the club. They gather feedback from children and parents and use this to inform improvements. For example, additional time for staff at the beginning and end of each session enables them to better prepare activities and ensure that these are interesting and appealing to children.

Quality of teaching, learning and assessment is good

Children develop skills that support their learning as they participate in activities. For example, they develop their mathematical knowledge as they play a simple number game. They listen carefully to the numbers called out and check their cards to see if they have that number. Children enjoy choosing their indoor activities and have time to concentrate on these. For instance, younger children listen intently and follow instructions as older children show them how to fold paper to make aeroplanes. Children enjoy decorating these and then experiment to see if they can make them fly. Activities, such as making indoor dens and designing their own games using hoops and cones, support children in making friendships and learning to work together. Staff ensure that children have time to relax. They involve children in making displays for the setting, helping them to feel welcome and valued. For example, children make displays to illustrate their individuality and differences and their favourite things about living in Britain. Activities such as these also support children's skills in creativity and writing, and their awareness of the wider world.

Personal development, behaviour and welfare are good

Staff obtain clear information from parents so that they understand children's needs. They make good use of the key-person system to help children settle and to build their confidence so that they feel comfortable and able to participate. Staff support children in building their practical skills. For example, children enjoy taking turns to help with snack time and learn to be responsible for their belongings as they hang these on rails and collect them at the end of the session. Children engage in many activities that promote their physical development. For example, they develop control of their smaller hand muscles as they knead clay and use tools to shape this. Staff talk sensitively with children about their behaviour and support them in learning to manage this. Staff show children that they enjoy their company. They offer them praise and encouragement and value their contributions. This helps build children's self-esteem and the positive emotional approaches that support them in school.

Setting details

Unique reference number	EY557977
Local authority	Cambridgeshire
Inspection number	10081085
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 14
Total number of places	115
Number of children on roll	300
Name of registered person	Ball, Poppy Jane Alice
Registered person unique reference number	RP557976
Date of previous inspection	Not applicable
Telephone number	07428187477

Kids R Us re-registered in 2018 and is privately owned. The club employs 11 members of childcare staff including the owner, who also manages the club. Of these, six hold qualifications at level 3 or above. The club operates from Monday to Friday. During school term times, sessions are from 7.30am until 8.45am and 3.15pm until 6pm. During school holidays, sessions are from 8am until 6pm.

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