

# Thrumpton Kids Clubs

Thrumpton Primary School, Whinney Moor Lane, Retford,  
Nottinghamshire DN22 7AF



<b>Inspection date</b>	23 January 2019
Previous inspection date	9 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Assessments of children's learning are not precise enough to enable staff to establish challenging next steps in children's learning. Staff do not know enough about the progress check required for children aged between two and three years.
- Teaching is not good enough. Staff miss opportunities to help children extend their knowledge and skills during activities and play. Furthermore, staff do not consistently demonstrate that they know how to help children to develop their communication and language skills.
- The provider has failed to follow the correct procedure to notify Ofsted regarding changes to committee members.
- The manager does not monitor the progress of individual and groups of children effectively. Consequently, gaps in children's development and progress made by different groups of children are not always quickly identified and addressed.
- The manager's monitoring of staff's teaching skills is not good enough. This means that some children do not benefit from good-quality teaching and learning to help them make good progress.

### It has the following strengths

- The manager has developed useful partnerships with other settings. She organises visits for children who are due to move on to school. This enables them to become familiar with the new environment and staff and take part in activities.
- Staff are kind and nurturing in their approach. They talk to children about what is right and wrong and praise positive behaviour, which boosts children's self-esteem.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that assessment accurately identifies children's progress and that it is used to establish what children need to learn next	20/02/2019
review children's progress when they are between the age of two and three years, and provide parents with a short written summary, highlighting children's achievements and any areas where their development is less than typical	20/02/2019
ensure that staff use information about children's development to plan challenging and enjoyable experiences that help them to make good or better progress in their learning	20/02/2019
improve teaching to consistently support children's communication and language skills and help them to make faster rates of progress in their development	20/02/2019
ensure that Ofsted are notified of any changes regarding committee members	30/01/2019
monitor the progress of individual and groups of children to ensure that any gaps in their learning are swiftly identified and addressed	20/02/2019
ensure that staff receive the coaching, training and support that they require to develop an understanding of how to effectively promote all children's learning and enhance the quality of their teaching.	30/01/2019

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of leadership and management is inadequate

The provider did not follow the correct procedure to notify Ofsted about changes to committee members. These committee members have had suitability checks and do not have direct contact with children in the setting. Therefore, there is no significant risk to children. The staff are well qualified and engage in continued training. For example, they have begun training for higher qualifications. The manager completes supervisions and sets targets for improvement. However, this is not having a positive impact on the quality of teaching. The arrangements for safeguarding are effective. The manager carries out regular checks on staff to ensure their suitability. The manager and staff can explain how they will ensure children are safeguarded if there are any child protection concerns. The manager and staff work together to make sure the environment is safe and secure. They complete risk assessments of the premises to help them identify hazards. Staff communicate well with each other to ensure that children are supervised at all times. The manager evaluates some aspects of the provision and uses parents' feedback to make improvements.

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

Staff do not demonstrate that they have a good enough understanding of how to assess children's stage of development accurately. Additionally, they do not ensure all required information is included in the progress check for children aged between two and three years. As a result, staff do not accurately identify what children need to learn next. They do not plan effectively and consistently to support all children's learning and development. Staff's interaction with children is inconsistent and there are many missed opportunities to support their learning and development. This limits the progress some children make. For example, staff over direct creative activities and miss opportunities to enable children to practise writing their own name. Consequently, children's learning is not challenged to help them make the best possible progress. Furthermore, staff do not plan targeted support to help children develop their communication and language skills. That said, children have access to a suitable range of resources and equipment. They play happily alongside each other with farm animals, mud, straw and water. Children independently select resources to look after animals in the veterinary role-play area.

### Personal development, behaviour and welfare are inadequate

Children's overall well-being is not sufficiently promoted. Weaknesses in teaching mean that some activities do not maintain children's interests. This results in some children becoming bored and distracted. However, overall, children behave appropriately and show positive relationships with staff and each other. Staff help children learn to share and take turns. They offer appropriate praise and acknowledge children's achievements to support their self-esteem. Children make choices in their play and manage their behaviour appropriately. They have regular opportunities for fresh air and exercise, and snacks are healthy. Staff engage children in discussions about healthy eating as they enjoy a social lunchtime. This supports children to lead healthy lifestyles. Staff regularly engage with parents to promote continuity of learning at home. Parents are very complimentary about the staff, how friendly they are and how their children enjoy attending the setting.

### **Outcomes for children are inadequate**

Inconsistencies in assessment, planning and teaching mean not all children make consistently good or better progress in their learning. Staff do not plan suitably challenging activities to help children progress and prepare them for the next stage in their education. Activities lack challenge to engage children. For example, staff do not give children time to respond to questions in order to develop their communication skills. Consequently, outcomes for children are inadequate.

## Setting details

<b>Unique reference number</b>	253090
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10065268
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	22
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Thrumpton Kids Clubs Committee
<b>Registered person unique reference number</b>	RP522504
<b>Date of previous inspection</b>	9 September 2015
<b>Telephone number</b>	01777 869105

Thrumpton Kids Clubs registered in 2003. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. During school term time, the breakfast club runs from 7am until 9am and the morning pre-school session runs from 9.05am until 11.20am. The lunch club runs from 11.20am until 1.05pm. The afternoon pre-school session runs from 1.05pm until 3.20pm. The after-school club runs from 3.30pm until 6pm. A holiday club also runs each weekday in the school holidays, apart from the Christmas holidays and bank holidays. This club is open from 7am until 6pm.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

