

South Cave Kids Club

South Cave Primary School, Church Street, South Cave, Brough, North
Humberside HU15 2EP



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| Inspection date | 26 June 2019 |
| Previous inspection date | 12 July 2018 |

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| The quality and standards of the early years provision | This inspection: | Good | 2 |
| | Previous inspection: | Requires improvement | 3 |
| 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

This provision is good

- The new manager is qualified and provides good support for the staff team. Staff have worked hard since the last inspection. The provider now has a suitable understanding of things that must be notified to Ofsted.
- Staff organise the environment well and provide children with a rich range of experiences. Children are able to make decisions about their play and become independent.
- Children have fun and really enjoy the time they spend at this friendly club. Staff establish strong relationships with the children and join in activities with them. Children show that they are confident and communicate their preferences well.
- Partnerships with parents are good. Parents compliment the staff on the range of activities they offer and the caring service they provide for their children.
- Staff provide children with opportunities to be active and they enjoy a good variety of sports and physical activities. For example, children enjoy playing football with their friends in the sports hall, and others negotiate space well on the scooters outside.
- Children with special educational needs and/or disabilities (SEND) and their families are supported effectively. Staff are aware of children's additional needs and the agreed strategies to support them.
- The manager and staff work closely together and support each other well. Staff are deployed well to enable them to care for and supervise children effectively.
- Partnerships with the host school, local schools and other early years settings that children also attend are not yet fully in place to complement children's interests and skills even further.
- There are arrangements in place to monitor the practice of the staff and the deputy manager. However, supervisory sessions do not yet include the new manager, to help raise the quality of the club's practice to a higher level.

What the setting needs to do to improve further

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

- extend partnership working with the host school, local schools and other early years providers
- refine the systems used for staff supervision to evaluate the impact of the new manager's practice and raise the quality of the club to an even higher level.

Inspection activities

- The inspector observed the interactions between staff and children during activities indoors and outdoors. She also walked with staff to collect children and to take children to the sports hall.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the club's manager. The inspector also spoke to the nominated individual in a telephone conversation.
- The inspector viewed all areas of the premises used by children.
- The inspector viewed documentation, including public liability insurance, policies and procedures, and the suitability checks of staff and committee members.
- The inspector discussed self-evaluation and the impact this has on the club. She took account of the views of parents spoken with on the day of inspection and through their written feedback.

Inspector
Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are vigilant and complete regular training to keep their knowledge and skills up to date. They understand their roles and responsibilities to keep children safe and protected from harm or neglect. Staff are aware of the possible signs and symptoms that indicate a child may be at risk of harm. They know the procedures they should follow to report any concerns about children in their care. Staff maintain children's safety at all times. For example, they ensure that children and visitors wear high-visibility jackets when moving about the host school's grounds. Good procedures are in place for the recruitment and vetting of staff. The new manager completes regular supervisory sessions and annual appraisals to monitor staff performance and discuss their ongoing professional development. The staff reflect together to look at ways to enhance the club. Parents receive information about the club, including the activities on offer and the meals provided.

Quality of teaching, learning and assessment is good

Staff are warm, welcoming and friendly. They are knowledgeable and passionate about the club. Staff focus well on developing children's social skills. They interact well with children and encourage them to choose resources that they would like to play with. Staff plan activities that they know children will enjoy. Children cut and make marks on large boxes outside. Children confidently join in with games, such as hopscotch, and have fun with their friends. Older children help and include younger ones in activities, for example they demonstrate the game to the younger children. Children show their good awareness of the numbers they step on, demonstrating their mathematical skills well. Staff promote children's language extremely well in a variety of ways. For example, they encourage children to talk about their experiences and ask questions. Staff model words for children with SEND to repeat. Children listen and respond to simple instructions well. They are polite and respectful of each other. Staff are aware that some children want to rest and unwind after a busy day at school.

Personal development, behaviour and welfare are good

The well-established key-person system contributes to children's self-confidence and their feelings of being safe. Children know where to put their belongings on arrival. They move sensibly around the premises and are supported well through staff's caring and close supervision. For example, children with SEND are met by their key person on arrival. Children enjoy a light snack after school. They select their choice of vegetable slices and fruit. Children behave well. Staff are good role models and use strategies to manage children's good behaviour effectively. They provide lots of praise and encouragement, and support children to take turns, share and play cooperatively together. Children are very keen to play outside and to be active. They enjoy a wide range of activities at the club. This includes football coaching. Children enjoy the opportunity to test their skills in kicking and passing the ball. Staff display children's artwork prominently in the club to help raise children's self-esteem and encourage a strong sense of belonging.

Setting details

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| Unique reference number | 314719 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 10085098 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children | 4 - 11 |
| Total number of places | 50 |
| Number of children on roll | 200 |
| Name of registered person | South Cave Kids Club Committee |
| Registered person unique reference number | RP518375 |
| Date of previous inspection | 12 July 2018 |
| Telephone number | 01430 424858 |

South Cave Kids Club registered in 1995 and is located in Brough. The club is run by a voluntary committee and has a manager in place. It employs 10 members of childcare staff, of whom eight hold either a level 3 or level 2 qualification in playwork. The club opens all year round from Monday to Friday. Sessions are from 7.30am until 9am and 3.30pm until 6pm during term time. During the school holidays the club is open from 7.30am 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.

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