

# Inspection of Cuba Kids Simonside

Simonside Primary School, Bedeburn Road, Newcastle Upon Tyne NE5 4LG

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Inspection date:

25 November 2019

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children delight in the time they spend at the club. Staff collect children from their classrooms and greet all children with a welcoming smile and a cheery 'hello'. Children hurry into the club, rushing to put their bags and coats away, keen for their time there to begin. Children relish the opportunities they are offered to be with their friends, to play together, to relax and to chat.

Children are extremely motivated, enthusiastic and animated as they play. They are happy and willing to try out their own ideas when exploring creative activities. For instance, some children use beads, wool and glue to create their own designs. Other children choose to use a variety of glitter for their pictures. Younger children are confident to join in with these activities. They know they will be accepted into the activity and older children will give help if needed.

Staff set clear expectations for children's behaviour, which they uphold consistently. Children demonstrate excellent social skills as they play together. They share, take turns and cooperate exceptionally well to maintain friendly play. This creates a happy atmosphere for all.

### **What does the early years setting do well and what does it need to do better?**

- Children are exceptionally happy and the very strong bond they have with the staff is evident. The indoor learning environment is well organised and children are confident to access resources and make many independent decisions about their play.
- Staff are sensitive to the individual needs of children who attend the club. For instance, when younger children show they are tired, staff suggest they sit together to read a story. This supports children's emotional well-being as it shows children they are respected and nurtured.
- Children, including the youngest children, are well supported to develop their independence and self-care skills. They know to wash their hands before snack begins. Children help to set the table for snack and tidy away their own plates and beakers when they are finished. Children show high levels of respect for their environment as they eagerly wipe the snack tables when all have finished eating.
- The management team and staff are all involved in evaluating the activities they provide. Children are offered a wide range of activities which follow their interests and build on what they already know and can do. Staff are enabling in developing children's confidence and their feelings of self-worth. For instance, staff discuss how older children are actively encouraged to work together to design activities and lead this play.

- Children's speaking and communication skills are exceptionally well supported. Staff encourage all children to join in with discussions, taking care to ensure the youngest children are included. For instance, children know to take turns when speaking and to wait until someone has finished talking before they begin. This gives younger children time to think, respond and become involved in conversations.
- Staff talk to parents about what their children have been doing during the session. They pass on any information to parents that has been given by teachers. Parents speak enthusiastically of the club and highly praise the staff. For instance, they give comments such as 'my child only talks about what he has done at the club when he gets home'; 'I come to pick him up but he doesn't want to leave'.
- The management team support staff in building on their professional skills and knowledge. Staff benefit from regular training and supervision. They use their training effectively, for example, to help them keep children safe. Staff say they feel supported and are able to discuss their work, and workload, openly and honestly with the management team.
- Partnership with the host school is effective. Staff and the school share information about younger children's development and what children are learning. Staff use this to plan activities to further support children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible signs and symptoms of abuse. They know where and how to refer any concerns about a child's welfare. Staff can discuss how to keep children safe from extreme views and behaviours. Risk assessments are robust and carried out daily. The management team follows effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. New staff receive a detailed induction to help them become familiar with the club's policies, procedures and working practices.

## Setting details

<b>Unique reference number</b>	EY545690
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10129970
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	3 to 11
<b>Total number of places</b>	8
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Cuba Kids Club Partnership
<b>Registered person unique reference number</b>	RP532935
<b>Telephone number</b>	07876407182
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cuba Kids Simonside registered in 2017. The club employs 3 members of childcare staff. Of these, 2 hold appropriate early years qualifications at level 3 and 1 is unqualified. The club opens from Monday to Friday all year round. Sessions are from 3pm until 6pm, Monday to Thursday and 3pm until 5.30pm, Friday, term time only.

## Information about this inspection

### Inspector

Denise Charge

### Inspection activities

- The inspector held regular discussions with the management team and the staff.
- The inspector spoke to children and parents and took account of their views.
- Evidence of staff suitability and the qualifications of staff working with children were checked by the inspector.
- The inspector undertook a learning walk around the premises with the manager.
- The inspector looked at the documents available, including risk assessments, and policies and procedures.

We carried out this inspection 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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