

Inspection of Kids Club Ely Ltd

Ely St. Johns Primary School, St Johns Road, Ely, Cambridgeshire CB6 3BW

Inspection date: 24 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide a calm and relaxed atmosphere that helps children to feel safe and secure. Children are happy, independent and engage confidently with staff who know them all well. They learn the key skills they need to succeed in their future lives. Children behave well. They follow the good examples set by staff who carefully remind them of the rules and boundaries. Children are happy, gentle and polite. They learn how to share and work collaboratively. For instance, when creating pretend birthday cakes, they share equipment and discuss how many candles are needed.

Children are confident in making choices for themselves and independently explore the environment, both inside and outside. Children show high levels of concentration as they jump in large puddles. They imaginatively scoop water with different sized containers and examine the patterns they make when riding balance bikes through the water. Staff plan and provide exciting activities relating to children's emerging interests. They support children well to help them make good progress in their learning and development. Staff encourage children to make choices. For example, children vote which story staff read during circle time. Staff read the story with enthusiasm and use good intonation to help captivate children's interest and attention.

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

- Staff work well together as an effective team. They meet regularly to review children's progress and achievements. Leaders provide staff with a clear curriculum that helps children to build on what they already know and can do. Staff plan experiences to support what children need to know next, taking into account their individual stage of learning and emerging interests.
- Children learn the skills needed to succeed in their future lives and in readiness for the move to school. For example, they develop good independence and can confidently dress themselves. Children see to their personal needs well and are confident in washing hands after messy activities, before and after mealtimes and after using the toilet. They help to tidy-up and know where toys and equipment belong.
- Staff help children to learn about the benefits of eating a healthy and varied diet. They provide parents with examples of healthy food choices for inclusion in children's packed lunches. Staff implement effective processes to ensure children's individual dietary requirements are met. Staff sit and talk with children as they eat, promoting good manners and social interaction at meal times.
- Children thoroughly enjoy playing outside and develop good physical skills. They climb steps to the slide, run and pedal tricycles in a purposeful well-resourced space. Children use rakes and brooms to sweep leaves and use these to support

their imaginary play. For example, children pretend they are riding horses or flying on broomsticks.

- Staff understand the importance for children to develop good communication and language skills. They read stories and sing songs with children every day. Children recognise and repeat familiar words, phrases and anticipate what is going to happen next. Staff talk to children as they play and introduce words that help to develop their knowledge and understanding. For instance, staff discuss how the consistency of gloop in the messy tray changes over time.
- Staff support children with special educational needs and/or disabilities well. They demonstrate good knowledge and understanding of each child's individual needs and requirements. Staff work closely with parents and other professionals to put appropriate plans in place where children need extra support in their learning and development.
- Staff work effectively to support children who speak English as an additional language. Children show increasing confidence as they begin to say some single words and form simple sentences in English.
- Staff benefit from one-to-one meetings with the manager who provides continued support and sensitively considers their well-being. Staff say that they feel valued and well supported. Staff are committed to their ongoing professional development, including seeking professional early years qualifications.
- Parents are positive about the preschool and staff. They state that they receive regular information about their child's day and the progress they make in their learning and development. However, not all parents know who their child's key person is, or what their child needs to learn next and how to support their ongoing learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive training and regular updates about safeguarding and child protection. Staff know the possible indicators for child abuse and neglect. They know what to do should they have any concerns about a child's welfare. Leaders follow robust recruitment processes that help to assure the suitability of adults working with children. Staff demonstrate a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist views and female genital mutilation. They know what to do if they are concerned about other staff's practice and how to follow the pre-school's whistleblowing policy.

What does the setting need to do to improve?

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

- enhance partnerships with parents further so that all parents know their child's key person and how to support their child's individual learning at home.

Setting details

Unique reference number	EY559880
Local authority	Cambridgeshire
Inspection number	10190430
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	58
Number of children on roll	105
Name of registered person	Kids Club Ely Ltd
Registered person unique reference number	RP559879
Telephone number	01353 612787
Date of previous inspection	Not applicable

Information about this early years setting

Kids Club Ely Ltd registered in 2018. The setting is located in Ely, Cambridgeshire and opens from Monday to Friday all year round. Sessions are from 8.45am to 2.30pm. In addition, a breakfast club operates from 7.30am until 8.45am and an after-school club operates from 3pm until 6pm. The setting employs 12 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerrie Osler

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and nominated individual. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and the inspector read emails sent from parents about the setting. The inspector took account of their views.

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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