

Inspection of Cramlington Kids Club Ltd

Cramlington Kids Club, Durham Road, Northburn Lea, Cramlington NE23 3ST

Inspection date: 10 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in how the manager monitors the quality of teaching. They have not identified that there are weaknesses in the way staff supervise children in the early years room. This impacts on children's behaviour. Weaknesses in communication and language mean that children do not always have sufficient opportunities to express their thoughts and ideas. However, staff have designed a suitably challenging curriculum overall. For example, older children learn to write their name and recognise some letters. They develop their counting skills and understand what happens when they add more objects.

Staff build up a strong relationship with children. They take time to get to know their children and ensure they are available for cuddles and reassurance. Staff in the baby room rock or nurse children to sleep according to parent's wishes. This helps children to form secure attachments. Children have a strong relationship with their key person. This is evident in the baby room when toddlers seek out their key person for reassurance. Two-year-old children greet their key person with enthusiasm when she walks in the room. Staff teach children how they can keep themselves safe, for example, as they push their friend on a swing.

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

- Occasionally, staff in the early years room do not supervise children effectively. Some children in the room lack engagement. Staff do not always notice because they are busy working with groups of children. This impacts on the way a small number of children act and behave. For example, staff do not notice children who are becoming excited as they play with trains and figures. This impacts on other children's concentration and enjoyment.
- The curriculum for communication and language is not always effectively sequenced. This leads to variable practice in the nursery. On some occasions, staff do not have a precise understanding of how they can support children's language development. For instance, sometimes staff use long sentences when talking to babies. Staff working with older children do not give children sufficient opportunities to express their thoughts and ideas confidently. However, staff working with two-year-old children model language effectively as they play alongside children.
- Staff have not thought sufficiently about the order in which children develop some skills, such as independence at lunchtime. Staff have less understanding about what staff in the other rooms expect of children. As a result, children develop some skills in the toddler room, for example drinking from cups. However, those skills are not consistently reinforced in the early years room.
- The management team monitor practice and give advice and support to staff. However, this is not yet sufficiently thorough to identify and address all

weaknesses in practice, particularly in the early years room. For example, sometimes observations focus precisely on group activities. When this happens, other weaknesses in practise are missed.

- Staff help children and their families to understand the importance of dental hygiene. Staff working with two-year-old children have a strong focus on this to help children to understand the importance of brushing their teeth. Staff working with babies share information about dentists and registering with dentists. This has had a positive impact and more children are now registered with the dentist.
- Staff know where children are in their learning and talk about what they want children to learn next. Staff working in the early years room help children to understand the effects of exercise on their body. They weave in opportunities for counting and reading. Children enjoy taking part in exercise and exploring what happens to their heart rate.
- Children with special educational needs and/or disabilities receive good support. The leader in this area is knowledgeable and provides advice and support to staff. She works tirelessly to communicate with other professionals, such as health visitors, to get children the help and support they need. Staff work effectively with portage workers to support children to make good progress.
- Staff have a good relationship with parents. When children first start, staff get detailed information about children's routines, like and dislikes. They share information with parents on a daily basis about what their children have been doing. Parents like receiving electronic updates about children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff take effective action to keep children safe. For example, doors into the different rooms are electronically coded to prevent unauthorised visitors entering. Staff have good procedures in place to ensure only authorised people collect children. The manager ensures that staff have a good understanding of the signs and symptoms of abuse. Staff know the procedures to follow if they had concerns. Staff are alert to any circumstances that may cause concern. They act appropriately, seeking advice from lead staff and the local authority as appropriate.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve supervision of children in the early years room to help children maintain high levels of engagement	28/07/2023
improve the curriculum for communication and language and ensure all staff provide effective modelling and questioning to ensure children develop their language skills effectively.	28/07/2023

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

- pay more attention to the order in which children develop their independence skills, particularly at lunchtime, so that children's skills develop effectively over time
- strengthen monitoring and identify and address all inconsistencies in practice.

Setting details

Unique reference number	EY398382
Local authority	Northumberland
Inspection number	10288801
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 12
Total number of places	121
Number of children on roll	375
Name of registered person	Cramlington Kids Club Limited
Registered person unique reference number	RP903513
Telephone number	01670 730 428
Date of previous inspection	1 November 2017

Information about this early years setting

Cramlington Kids Club Ltd registered in 1995. The club employs 24 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including two who hold early years professional status and one who holds an appropriate qualification at level 6. Opening hours are Monday to Friday, all year round, from 7.30am until 5.30pm for the nursery. The out-of-school club closes at 6pm. The club receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 showed the inspector around the nursery and explained how she organises the curriculum.
- The inspector observed children playing and learning.
- Parents spoke to the inspector and provided their feedback on the nursery.
- The manager evaluated an activity with the inspector.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The manager showed the inspector a range of documents, including those relating to the suitability of staff.
- The inspector talked to managers about how they manage the nursery and keep children safe.

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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