

Inspection of Cherry Kid's Club

Bewick Bridge Community Primary School, Fulbourn Old Drift, Cambridge,
Cambridgeshire CB1 9ND

Inspection date: 25 September 2023

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time in this vibrant, welcoming setting. They come in happily, exchanging greetings with staff and other children. Staff take great care in getting to know the children. They also have robust procedures to exchange information with schools, meaning that they are fully aware of children's needs and interests. These procedures contribute to children feeling secure, settling quickly and building warm relationships with staff. Children respond to the positive environment and are eager to try new experiences, persevering when faced with challenges. For instance, children work out how to use string to make one box move within another box. These daily experiences support children in building the skills that aid their learning.

Younger children are independent and grow in confidence, competently asking for help when needed. Children follow the very good example set by staff and are genuinely kind and caring. For example, older children notice younger ones struggling to use sticky tape and show them how to do this. Children learn about keeping safe and healthy. Staff support them in assessing risks as they play. Children enjoy referring to the colourful displays, such as ones showing how to clean teeth thoroughly.

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

- The manager and staff are positive and enthusiastic about their work. They work in partnership with the management committee and review all areas, continuing to make improvements. For example, they evaluate all activities, keeping a practical record of these. They share this with children and use it to support future planning. The manager and committee have addressed the action set at their last inspection. They have ensured that committee members are fully aware of their responsibilities and that Ofsted is informed of any committee changes.
- All staff fully understand the setting's principles of enabling children to relax and enjoy their time with them. They take great care in helping every child to feel comfortable and welcome. In turn, the manager offers staff practical, individual support, enabling them to enjoy their work at the setting and develop their practice.
- Children are actively involved in making decisions about resources and activities. They thoroughly enjoy their play and quickly become engrossed in this. For example, they eagerly explore junk modelling resources, exclaiming eagerly as these give them inspiration for models to build. They experiment, develop their creativity and solve problems as they work out how best to join the pieces to make items, such as masks, microphones and rockets.

- Staff's reflective planning means that children have many opportunities to revisit favourite resources and activities, practising new skills and increasing their knowledge. For example, children base their junk models on a pirate theme they previously enjoyed. They make pirate ships and eagerly exclaim 'chimney ahoy!' as they work out how to fit the chimney stack.
- Staff support children in developing their communication skills. Their good interaction aids children in understanding the rhythm of conversations and they learn to listen and to contribute their views. Children note that there are also alternative ways to communicate and staff have helped them learn some basic sign language.
- Children respond to the positive attitudes and high expectations of staff. They play cooperatively, frequently developing their skills as they do so. For example, children playing a simple card game share their mathematical knowledge as they divide the cards and counters equally, stating the numbers on each card.
- Thoughtful daily discussions and the use of appropriate resources support children in building on their knowledge of the wider world and differences. They refer to world maps and discuss the countries their families originate from.
- Parents speak highly of the setting and state that their children thoroughly enjoy attending. Parents report that staff communicate well with them and really get to know the children, ensuring that they are settled and have a good time.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully appreciate their role in promoting children's welfare. The manager makes sure that staff understand the setting's safeguarding policy and know how to implement this. They understand how to recognise possible concerns in a child's life and report these to the correct professional without delay. Staff have a good knowledge of wider safeguarding issues, such as female genital mutilation and the possible dangers associated with use of the internet. They take effective action to keep children safe. Additionally, they sensitively support children in understanding potential safeguarding risks and knowing how to keep themselves safe.

Setting details

Unique reference number	221644
Local authority	Cambridgeshire
Inspection number	10279282
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 at time of inspection	4 to 11
Total number of places	40
Number of children on roll	56
Name of registered person	Cherry Kids Club Committee
Registered person unique reference number	RP517171
Telephone number	07778 300323
Date of previous inspection	7 October 2022

Information about this early years setting

Cherry Kid's Club registered in 1993. It operates within the grounds of Bewick Bridge Community Primary School. The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time, with sessions from 7.45am until 8.50am and from 3pm until 6pm. Sessions during school holidays are from 8am until 6pm.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager showed the inspector the areas used for childcare and discussed how they ensure these are safe and suitable.
- The inspector observed interactions between staff and children inside and outside. She and the manager discussed and reviewed a number of activities.
- Meetings were held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff and committee members.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and 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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