

# Cool Kids Club

Inspection report for early years provision

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**Unique reference number** EY404418  
**Inspection date** 16/06/2010  
**Inspector** Jennie Lenton

**Setting address** New Ford Primary School, Brownley Road, STOKE-ON-TRENT, ST6 1PY  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Cool Kids Club registered in 2009 and operates from the community room within New Ford Primary School, Stoke-on-Trent. During term time a breakfast club operates from 7.15am to 9.00am and the after school club runs from 3.00pm to 6.00pm. A holiday club runs from 07.15am to 18.00pm during school holidays.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged three to under eight years may attend the setting at any one time. Children up to the age of 11 also attend the setting. The club currently has 54 children on roll, five of whom are in the early years age range.

Nine staff work with the children. The manager holds a Foundation Degree in Early Years Practice and is currently studying for her BA Honours in Early Childhood Studies. Six of the other staff hold recognised qualifications while the remaining two staff members are currently working towards a qualification.

The club works in partnership with a number of local schools to meet the learning and development needs of children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have comfortable relationships with staff and each other. They are confident and relaxed, enjoying their play as they select favourite toys and activities. Staff enhance children's enjoyment as they provide some interactive and interesting activities, playing alongside children to promote their learning and development. Most policies and procedures are effectively followed to successfully support their care and welfare. Individual needs are catered for as staff work with parents and other providers to understand and meet any special requirements. Systems for monitoring and evaluating the provision are in their infancy.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is on every outing (Safeguarding and promoting children's welfare). 17/06/2010

To further improve the early years provision the registered person should:

- develop the use of observations and show how next steps are fed into planning to promote the development of individual children

- devise a system to assess the strengths and weaknesses of the setting and to promote continual improvement.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of their responsibilities regarding child protection issues and the manager has undertaken specific training in this area. Their practice is underpinned by a comprehensive safeguarding policy which is also displayed in the setting for parents to access. All relevant contact details are available for prompt referral to outside agencies if required. Robust recruitment systems ensure that staff complete the necessary checks to ensure they are suitable to work and there is a system in place for regular appraisals to take place to assess ongoing suitability. The premises are secure with a video-intercom system in place for parents to use to gain access. The setting is effectively risk assessed on a daily basis to ensure that it is fit for purpose. Staff are vigilant, being generally well deployed in the setting and outside area to promote children's welfare. A high number of staff are first aid qualified, however, on the school run to collect children, consideration is not always given to ensure that a member of staff with a current first aid certificate is deployed for the journey.

Staff develop positive relationships with parents and carers as they offer a warm welcome and show genuine interest in each child as they arrive or leave the setting. All relevant detail is collated from parents prior to children attending, to ensure that health and welfare needs are successfully met. Staff effectively promote equality of opportunity, recognising each child as a unique individual and responding to individual need. They are clear about the importance of working with parents to ensure children receive any additional support they need. Children's individual personalities are respected, with staff responding positively to different ways of learning. Good systems are in place to support children's development at school as the setting works closely with the class teachers, sharing any concerns or issues and discussing individual children's levels of attainment through their passport to learning journals.

Staff work well together planning and developing the setting to improve outcomes for all children. They are enthusiastic about the club and are keen to ensure that children are happy and settled. Policies and procedures are regularly reviewed and activities are evaluated to ascertain any changes that are necessary. Meetings with the children are also a regular occurrence to ascertain their views and opinions. Formal processes of self-evaluation have not yet been developed. Consequently the setting is not readily able to identify its strengths and weaknesses or monitor progress towards future improvements.

## **The quality and standards of the early years provision and outcomes for children**

Children are enthusiastic and keen to attend the club. They show a strong sense of ownership, as they are involved in decisions about how the club should run. For

example, they draw up their own rules for behaviour and are asked about what equipment and toys they want to fundraise for. Their opinions are valued and consequently, children show high levels of self-esteem. children generally behave well, showing care and concern for each other and their surroundings. They are reminded to play safely, carrying toys and equipment with consideration for others. Regular fire drills are also carried out to ensure children know how to act in an emergency situation. Children's physical development is well promoted through regular access to the outside area as well as the school all weather pitch. They have lots of fun playing with footballs or riding up and down on scooters. Staff take equipment outside so that all activities can be enjoyed in the fresh air. For instance, children make fathers day cards sitting at the small tables and chairs that are set up on the grass. They are also encouraged to adopt a healthy lifestyle through the availability of fresh fruit and consistent hand washing routines. Water is available throughout the session and children help themselves frequently in the warm weather.

The six areas of learning are all covered through a range of interesting and engaging activities. Children's creativity is encouraged as they design pictures on paper and then reproduce them onto t-shirts with fabric paints. They make collages after a group visit to Endon well-dressing and their work is proudly displayed at the setting. There is also plenty of opportunity for children to initiate their own play. They choose freely from a range of activities on offer, reading stories, playing board games or constructing with building blocks. They play imaginatively, pretending they are characters from television programmes or using the home corner as a restaurant. Staff plan a range of activities to promote children's enjoyment and encourage variation. For instance, they introduce the theme of football fever and the children devise ways to reflect this at the setting. They make flags from around the world and have a world café where they learn about different foods from different countries. They weave fabric through the fencing outside, making the St George's cross with red and white material.

Staff observe children as they play and assess their progress towards the early learning goals. They work in partnership with the children's teachers to identify any learning and development needs and seek to provide activities to meet these. Although, it is not clear how planned activities promote children's individual next steps as this is not recorded. Staff do however, have a good understanding of each child and the stimulating environment ensures that children learn through play throughout the sessions. The wide range of activities and the friendly atmosphere ensures that children settle quickly, have lots of fun and often do not want to leave at collection time.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met