

# Chillingham Road Kids Club

Inspection report for early years provision

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**Unique reference number** EY353626  
**Inspection date** 25/04/2012  
**Inspector** Jacqui West

**Setting address** Chillingham Road Primary School, Ninth Avenue,  
NEWCASTLE UPON TYNE, NE6 5XX  
**Telephone number** 07743302500  
**Email** paulinenelson@hedgehog17.fsbusiness.co.uk  
**Type of setting** Childcare - Non-Domestic

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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

Chillingham Road Kids Club was registered with Ofsted in 2007. It is part of Hedgehog Childcare Services Limited in 2007. It operates from the dining hall, artroom and sports hall in Chillingham Road Primary School, Newcastle Upon Tyne. It is situated in a residential area and is close to local shops and transport networks. All children share access to an enclosed school yard.

The club is open each weekday from 3pm to 6pm during term time only. A maximum of 32 children may attend at any one time and there are currently six children on roll in the early years age range. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs two members of staff, both of whom hold a level 3 childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and relaxed in the welcoming and friendly setting. A sound induction procedure ensures all children are included and individual needs are met. The wide range of activities provided ensures all children have good opportunities to make progress in their learning and development. The majority of the required documentation is in place and suitably organised. Satisfactory systems are implemented to monitor and evaluate the quality of the provision, to ensure continuous improvement is suitably maintained.

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

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

- maintain effective systems for recording each risk assessment undertaken, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 17/05/2012

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

- develop procedures to promote reflective practice and self-evaluation, and identify priorities for development to improve outcomes for children, including fully addressing previous recommendations to ensure continuous improvement is made.

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

Overall children are suitably protected. Staff have attended safeguarding training and demonstrate an appropriate awareness of their responsibilities and of the reporting procedures. They are confident to respond if concerns are raised about a child's welfare. Children's safety is suitably maintained through secure procedures for entry to the building. To further children's safety, staff identify areas of the environment to be checked on a regular basis. However, some records are incomplete, not dated or unavailable. This is a breach of a legal requirement; however, at the time of the inspection, this had a minimal impact on children's welfare as no significant hazards were identified. The appropriate recruitment and selection procedures for staff ensure relevant checks are completed and an induction programme is carried out. Staff have undertaken a suitable range of training to develop their knowledge and enhance the learning and development opportunities they provide, such as managing children's behaviour, food hygiene and equality training. Staff who work directly with the children are enthusiastic, motivated and committed to providing fun activities for children and their families. Self-evaluation is undertaken largely by the overall manager, who satisfactorily monitors the setting; however, this system lacks rigour. This impacts on the setting's ability to identify all strengths and weaknesses of the provision. The majority of the recommendations raised at the previous inspection have been positively addressed.

Children access a balanced selection of resources. Staff set out play equipment for the children arriving. They ensure there are some opportunities for them to choose what they do, and children are aware that they can request additional resources. For example, they planned to play musical statues the following day. Staff are good role models for children; they foster a positive attitude to diversity and ensure that children develop respect for individual and differing needs. Positive relationships with parents and carers ensure children's individual needs are well met. Children have an assigned key person, who is very approachable and speaks to parents and carers on a daily basis. Consequently, parents are aware of the experiences their children have enjoyed and can continue their learning at home. Written policies and procedures provide parents and carers with clear information on the service provided. Staff liaise very well with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care and learning. They obtain written information with regard to school projects and incorporate these into their planning. Parents and teachers express great satisfaction with the club and the commitment of the staff.

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

Staff have a good understanding of the learning and development requirements and Early Years Foundation Stage. They provide children with a broad range of activities that are prompted by children's individual interests, and this supports their overall learning. Staff extend children's learning and development by being

actively involved in their play. Current resources, photographs and previous plans show that all areas of learning are being covered very well. A good balance of child-initiated and adult-led experiences ensures appropriate challenge for children's age and stage of development. Individual interests are pursued well, for instance, through a mini-beast hunt. This stimulates children's curiosity and increases their knowledge. Children are animated in their play, for example as they engage in role play using puppets.

Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources which promote a positive outlook of the wider world. Staff are good role models and have created a caring and considerate ethos within the group. As a result, children behave very well and demonstrate kindness and concern for one another. During planned activities, children have good opportunities to discover how things work, for example as they set up the computer. They are happy and self-assured in the setting, confidently asking questions. Children are good communicators, holding lively conversations and talking about what they have been doing at school. Their creativity is nurtured as they enjoy exploring music and movement activities, painting and role play. They use information and communication technology to develop their skills for the future; for example, they use a camera to take photographs. Staff carry out regular observations to ensure individual needs are met and plan for children's next steps.

Children's health is suitably promoted due to the staff's sound understanding of how to keep them safe and healthy. Children have regular opportunities to enjoy physical activities as they use the outdoors and large sports hall to engage in physical sports and games. Children are provided with a light snack that is generally healthy, such as soup or sandwiches. On occasions, they help to prepare the snacks, which nurtures a positive attitude to healthy eating. Children demonstrate a sound understanding of simple personal hygiene practices as part of the routine, such as hand washing before snack. They engage in discussion with regard to promoting health, such as good dental hygiene practices. A clear sickness policy ensures children are not placed at risk of infection and illness. Routines, such as tidying away toys from the floor, encourage children to take responsibility for their own safety. Documentation is suitably organised and the majority of the records are in place, available, appropriately dated and stored securely to protect confidentiality.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children adopt healthy lifestyles	3
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