

Chillingham Road Kids Club

Chillingham Road Primary School, Ninth Avenue, NEWCASTLE UPON TYNE, NE6 5XX

Inspection date	09/07/2013
Previous inspection date	25/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Members of staff use a calm, positive approach to managing children's behaviour, which takes into account children's understanding and maturity. Consequently, children's behaviour is good.
- Staff demonstrate a satisfactory knowledge and understanding of safeguarding procedures. This is combined with appropriate procedures to keep children safe inside of the setting and on outings. Consequently, children are cared for in an environment that sufficiently promotes their safety and well-being.
- Children benefit from a varied range of activities and experiences and are appropriately supported by staff, which helps to support children to make steady progress in their learning and development.

It is not yet good because

- Regular staff appraisals are not carried out in order to further identify staff training needs or secure opportunities for continuous professional development, to enhance staff's practice with the children.
- Self-evaluation lacks rigour, is not fully embedded and does not fully include the views of staff members. Therefore, strengths and areas for development are not clearly identified and actions for improvement are not precisely targeted.
- A quiet, comfortable area is not consistently available for children to rest and be calm.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector took account of the views of parents through documentation supplied for the inspection.
- The inspector made observations of the children while they were engaged in activities in all play areas.

Inspector

Anthea Errington

Full Report

Information about the setting

Chillingham Road Kids Club was registered with Ofsted in 2007. It is part of Hedgehog Childcare Services Limited. It operates from Chillingham Road Primary school and is registered in on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The kids club serves the local area and is accessible to all children and there is a fully enclosed area available for outdoor play.

The club employs two members of full time permanent childcare staff in addition to the nursery manager. Of these, all hold appropriate early years qualifications at level 3 and above. The club opens Monday to Friday term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 20 children on roll of those, six are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement systems to carry out regular staff appraisals to further identify staff training needs and secure opportunities for continued professional development.

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

- strengthen methods for self-evaluation to fully include the views of staff, to target improvements to raise the overall quality of the group
- provide further spaces to promote children's well-being by providing comfortable, quiet and restful areas where children can relax and be calm.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff members demonstrate a sufficient knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and have worked hard to further develop their skills. For example, they regularly share their practice with teaching staff in the adjoining school and download specific information to enhance their knowledge further. When children first attend the setting, staff members gather

appropriate verbal and written information about them from their parents. This exchange of information helps staff in their initial assessment of the children's developmental stages. A range of suitable activities based on children's interests and planned theme nights are in place. These include cinema nights, summer party themed nights and water games. Colourful journals and scrapbooks capture the wide range of activities the children engage in, they include photographs and written information linked to the prime and specific areas of learning. Consequently, children are happy and make steady progress relative to their starting points.

Staff members observe and assess children's learning and use these to broadly plan a suitable range of activities to enhance children's learning. They know children well and demonstrate a good knowledge of their individual interests and preferences. For example, they always ensure favourite resources, such as small wheeled vehicles are available, and use them to extend children's interests in arts and crafts as well as imaginative play. Children clearly love imaginative play and have lots of fun as they play in the home corner together. They demonstrate good social skills as they negotiate with one another the various characters in their play. They have good opportunities to develop both their communication and literacy skills, and engage in purposeful conversations with staff members who encourage their contribution through thoughtful and purposeful questions. A suitable range of reading books is available for children to use. They enjoy recalling favourite stories, using both the words and pictures, supported well by staff members. In addition, children are given good opportunities and support to complete spelling tasks and reading set for them by class teachers. Children also enjoy making marks and pictures by drawing with a variety of pencils and crayons. Children learn about space and measure as they play with a range of construction toys and discuss how big the models become. They practise their counting skills as they engage in imaginative play and confidently count out the pretend money to spend in the imaginative cafe. These provide children with good opportunities to further enhance their numeracy skills. In addition, children have sufficient opportunities to develop their knowledge and understanding of the world and demonstrate a great interest in the natural world as they enthusiastically discuss the bugs and flies they examined under the microscope. Children demonstrate a suitable approach to learning, which sufficiently supports them in developing the key skills they need for the next steps in their learning as they move through school.

The setting has established good relationships with parents and ensures the provision meets the needs of the families. Detailed verbal feedback, as well as written information, ensures that parents know what their children have enjoyed, and how they can support them at home.

The contribution of the early years provision to the well-being of children

Children are happy and settled at the club, as staff know them well. The setting provides a warm, welcoming environment for children to have fun in and staff are both calm and caring towards them. A clear key person system is in place, consequently, children relate well to them. Effective settling-in procedures are in place to ensure children's smooth transition from the school to the setting. In addition, parents supply all relevant

information to ensure children's needs are met well. This helps to develop children's sense of belonging at the club and promotes their personal, social and emotional development.

Children play in a child-friendly, safe environment with clean, age-appropriate and well maintained toys and equipment that effectively support their overall well-being and care. The environment, generally, promotes their independence and comfort. However, there is scope to provide further quiet, comfortable areas where children can relax. Children's behaviour is very good as they are fully engaged in their activities. They learn to play alongside each other and accept the different needs of others. Staff model good behaviour to them and encourage and praise children for their good manners.

Suitable use is made of the space at the setting and this is combined with an appropriate range of resources available to the children. Resources are stored in low-level boxes for easy access. Children's physical health and well-being are suitably promoted through daily routines and children have regular access to fresh air and exercise. For example, they readily wash hands before snacks and access drinks on a regular basis. They regularly play outdoors and recognise when they become hot and tired and thoroughly enjoy the treat of an ice cream to cool them down. Children learn about keeping themselves safe, for example, they know not to push each other. Ongoing risk assessments ensure accidents are minimised to further promote children's safety.

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

Staff demonstrate a sufficient knowledge of the safeguarding and welfare requirements and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They have worked hard to further develop their skills. For example, they regularly share their practice with teaching staff in the adjoining school and use this knowledge to ensure the educational programmes are sufficient. A selection of policies, which are shared with parents, outline the procedures that are followed to keep children safe and staff demonstrate a clear knowledge of current safeguarding procedures to follow, should they have concerns about children's safety. Staff members ensure that children are supervised at all times and the thorough risk assessments in place help to protect children's safety, both in the setting and on outings. Informal team meetings provide suitable opportunities for staff and management to discuss their practice. However, the setting has not implemented effective procedures to carry out staff appraisals and this is a breach of a specific welfare requirement. Consequently, staff's professional development is not fully supported to ensure training can benefit the children.

Systems for self-evaluation and monitoring practice are not sufficiently robust. Although staff members work hard to gather both parents and children's views to enhance the practice further, management have not developed systems to routinely take into account the views of staff as part of a thorough self-evaluation process. This does not fully support staffs involvement in effectively and accurately identifying areas for improvement. However, actions set at the last inspection have been met. This shows some commitment to continuous improvement.

Suitable partnerships with parents contribute to children's well-being. Parents receive an information pack at the start; this ensures that they are aware of how the setting works and key policies and procedures. Parents comment positively about the setting. They state they are grateful for the flexibility the club provides and that it has supported their children to settle well at school being cared for by staff who are caring and entertaining. Effective partnerships are held with providers where children attend other settings, such as the adjoining school. For example, staff members work alongside children's class teachers to support children's developing skills and relevant information is shared to ensure children's overall needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY353626
Local authority	Newcastle
Inspection number	820890
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	320
Number of children on roll	20
Name of provider	Hedgehog Childcare Services Ltd
Date of previous inspection	25/04/2012
Telephone number	07743302500

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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