

# Cool Kids Club

New Ford Primary School, Brownley Road, STOKE-ON-TRENT, ST6 1PY

<b>Inspection date</b>	19/11/2013
Previous inspection date	16/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are extremely enthusiastic and confident in this vibrant club. They know they are valued and respected as their ideas and opinions are regularly requested. As a result, they display very high levels of self-esteem and an impressive level of maturity as they take an active role in the running of the club.
- Teaching is outstanding because staff make excellent use of assessments provided by reception class teachers and compliment these with their own accurate observations. They promote children's individual levels of achievement superbly through a fantastic range of play opportunities, which enable all children to make exceptional progress.
- Safety is of upmost importance. Staff are constantly vigilant to ensure that any hazards are successfully minimised and the club is protected by robust security with video linked gates so the identity of any caller can be ascertained before admittance to the school grounds is allowed. Safeguarding procedures are fully understood and all staff are trained in this crucial area of practice.
- Children with additional needs are fully supported. Staff work professionally with parents and teachers to provide a tailored approach to each child. Excellent communication ensures that parents are always kept up-to-date with their child's well-being and progress.

## 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 observed activities in the community room, the classroom and the hall and also checked the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Jennie Lenton

## Full report

### Information about the setting

Cool Kids Club opened in 2009 and is privately owned. It operates from New Ford Primary School in Stoke-on-Trent. The club serves the immediate locality and also the surrounding areas. During term time a breakfast club operates from 7.15am to 9am and the after school club runs from 3pm to 6pm. A holiday club runs from 7.15am to 6pm during school holidays. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area as well as the school playgrounds, fields and hall.

There are currently 66 children on roll, 13 of whom are in the early years age range. The club supports children with special educational needs and/or disabilities. There are currently eight staff working directly with the children, seven of whom have an appropriate early years qualification. Two of the staff have qualifications at level 3 and four at level 2. The manager is qualified to degree level in Early Childhood Studies. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- extend the use of peer on peer observation so that staff benefit from different approaches and new ideas to influence their already first-rate practice.

### Inspection judgements

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

Children are extremely happy and content in this vibrant and bustling club. They show a strong sense of belonging as they know that they are valued by the staff, who treat them with the upmost respect. They chat away confidently to staff as they discuss their day at school and show an impressive level of independence and maturity as they take their own bowls and plates back to the kitchen area before joining in with indoor or outdoor play activities. All children quickly settle down to their favourite activities, such as building with construction blocks, completing jigsaws or taking part in engaging in make-believe play with dolls and action figures. Computer games are also enjoyed, where children swiftly develop their information technology skills as they play games with their friends. Their confidence blossoms as they enjoy the independence of choosing what they want to do and helping themselves to resources as required. A superb range of planned activities is also available. The club provides weekly guitar lessons, sport activities delivered by the local football club and a regular music and movement session. Alongside this, staff also plan and deliver a range of fun and innovative games and activities linked to children's interests. A 'children's activity board' provides space for children to write down what they

would like to do at the club and their ideas are fed into planning on a regular basis. This ensures activities are capturing their imagination and further builds their strong sense of ownership for the setting as they are active participants in how the club operates. There are regular opportunities for children to decorate cakes and biscuits, take part in a pool tournament or make pictures and models to their own design and satisfaction. All children are fully engaged in fruitful activity throughout the session as they remain interested and stimulated by the wide variety of activities on offer.

Staff are outstanding teachers. They come alongside children as they play and encourage them to show what they know through the skilful use of open questioning. They tailor their teaching to the individual needs of the child, ensuring that tasks are challenging yet achievable. For example, staff encourage children to label their own work, but are aware of children who struggle with forming letters and provide them with dots to draw over. This ensures all children achieve and, consequently, become willing learners. Children also learn to take turns and share as they use popular equipment. They develop their listening skills and gain confidence in speaking out as they take part in group activities. These opportunities help them develop key skills for their future learning. Staff are fully aware of each child's level of ability and the steps they need to take to progress further. This is because of the exemplary approach taken to sharing information with the reception class teachers. The club provides teachers with a 'personal plan' for each child and asks them to identify children's goals for each of the seven areas of learning. This is then used to plan activities that will support children in their learning journey and staff make observations as children achieve new skills. These observations are then summarised and fed back to the class teacher. The process then starts again, enabling staff to support the progress children make in school. As a result, staff are always aware of what children can do and what they need to do next. Unsurprisingly, therefore, children make excellent progress across all areas of learning as their needs are fully understood and catered for.

Each child in the early years age range has a key person who regularly records and reviews progress, sharing this with parents at collection times. Achievements are celebrated as staff inform parents about their child's activities in the club and ideas for developing this at home are also discussed. Parents are also asked to contribute to the club's initial assessment of their child's abilities by filling out an 'all about me' form. This provides staff with an understanding of the activities their child enjoys and any areas where parents feel the child needs additional support. The club also tracks children's progress so that they are able to discuss any concerns about development with parents, rather than just relying on the school to track educational progress. This excellent practice provides children with another set of professionals who are monitoring and assessing their progress. As a result, children are less likely to fall behind in any area of learning as staff are quick to notice gaps and provide activities to move them forward. The club works extremely hard to provide a link between parents and teachers at all schools, ensuring that all information is successfully passed on. Staff go down to reception classes to collect children from each school and take the time to speak with teachers to find out how the children have been during the day. They communicate any significant information to parents at collection times to ensure continuity of care.

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

The club has achieved the perfect balance between structure and freedom which enables all children to feel confident enough to express themselves and their ideas fully. Staff ensure that they are all safe and secure, providing sensible routines that help them to relax and understand what is expected of them, while also giving them plenty of freedom to make their own choices. Staff display high expectations of how children behave and children respond to this positively, building fantastic relationships with the staff. They show the staff respect while being relaxed enough to joke and chat with them. This contributes to a lovely atmosphere where children are encouraged to be actively involved in decision making about the club. Their ideas are not only valued, but actively sought through the regular children's meetings where they discuss what resources to purchase, what charities to fundraise for and what rules to put in place. Consequently, all children feel valued and display high levels of self-esteem. They behave impeccably, displaying a mature level of understanding and a sense of personal responsibility for their actions.

New starters are helped to settle as staff spend time with parents finding out about their child and the activities they enjoy. They make sure that they are aware of any concerns the child may have regarding attending the club, so they can quickly discuss these and reassure them. For instance, talking to them about who they know at the club or finding someone to show them around if they are not familiar with the other children. Staff also discuss any special requirements and ensure that these are fully understood so that children receive care that is safe and suitable for them. For instance, any allergies are fully discussed and staff undertake specialised training to support children who suffer with anaphylactic shock. They check all foodstuffs to ensure that they do not contain ingredients that may be problematic and on special occasions, such as the Christmas party, they make sure menus are shared with parents prior to the event so there is no chance of any cross-contamination. This attention to detail ensures that all children receive the best possible care to meet their individual needs.

Children benefit from extremely robust security. A video-link security system ensures that visitors are recognised prior to them being able to enter the grounds. Additionally, the door to the club is locked and children and adults are only able to enter or leave with staff agreement. Effective risk assessments ensure that all areas and equipment are fit for use. The club also teaches children to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. Older children also have the opportunity to complete their own risk assessments as they discuss activities with staff and consider ways to ensure they are safe for all children to enjoy. Children's good health is also superbly promoted. Active play is effectively encouraged with weekly sports sessions, access to the school playgrounds and indoor games, such as volleyball and bench-ball. During holiday periods, children also enjoy a fabulous range of outings which further develop their physical skills and provide exciting opportunities to enjoy the outside. A 'wacky wood' visit gives them the chance to build dens with tree branches, play hide and seek and then enjoy toasted marshmallows over the fire. Back at the club, there is constant access to healthy snacks, with fresh fruit and water always available. The setting has achieved an award for its commitment to promoting good oral health and a low sugar diet, and children learn about healthy options as they enjoy fun activities making healthy pizzas with fresh vegetable toppings.

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

The setting is led by a focussed and driven owner who has children's well-being at the heart of everything she does. She is fully committed to providing the best possible standards of care and education for children and has no hesitation in going 'the extra mile' to achieve this. She is successfully supported by all staff, who from the most senior to the most junior, work hard to help achieve these aims. All staff are enthusiastic about driving the setting forward and are keen to try out new ideas and techniques. They regularly attend new training and a number of staff are working towards further qualifications to build on their existing skills. Fortnightly team meetings provide staff with time to reflect on any training they have undertaken and to share new information with each other. They also use this time to discuss and refine planning, so that all activities are well thought out and successfully meet the needs and interests of the children. Staff are professional and supportive, helping each other to consider ways to work more effectively. The manager undertakes observations of their practice and provides constructive feedback to enhance their already excellent teaching skills. Regular appraisals by the manager also take place to formally monitor staff performance and provide a way for staff to identify future goals and continually develop their skills. A new deputy manager has recently been appointed. The manager intends to extend her role so that she also undertakes formal observations of staff teaching practice to further develop staff and give them the benefit of different opinions and skills. This positive attitude towards continual learning and development benefits children as staff continually hone and refine their already outstanding abilities.

All required policies and procedures are in place. These are written to a very high standard, and successfully underpin excellent practice as all staff are clear about the standards to which they must work. Safeguarding procedures in particular are fully understood and the setting has comprehensive written policies in place to underpin exemplary practice. These include a mobile phone and camera policy and a social networking policy to reflect the importance of safe practice with developing technology. The safeguarding coordinator for the setting has undertaken specialised training and is confident about her role. All other staff have completed basic training and are clear about the signs and symptoms that may indicate abuse. Staff ensure that all required paperwork is completed to guarantee children's well-being. For example, all accident forms are promptly shared with parents and include precise details of what happened and the treatment received. All staff have been checked to ensure they are suitable to work with children. Current Disclosure and Barring Service checks are in place for every member of staff and children are never left alone with students or other visitors to the club.

Self-evaluation is used extremely effectively to identify the strengths and weaknesses of the setting and to set future goals to promote continuous development. All recommendations from the last inspection have been met. For example, all staff are now first aid trained to ensure that there is at least one qualified first aider on every school run. The manager ensures that policies and procedures are regularly reviewed so they remain in line with current guidance and best practice. Activities are also regularly evaluated and feedback is gathered from both parents and children to see if they are content with the service being provided. Staff use questionnaires and regular discussions

with parents to ascertain their views. Parents indicate that they are more than happy, stating that the club is 'fantastic' and that their children 'are upset if they cannot come'. They praise the staff for the amount of information they provide and state that they 'cannot think of anything that should change'. Staff have built excellent relationships with all parents and other professionals. They provide plenty of information about activities, events and children's progress to ensure that parents are able to fully support their children and discuss current topics with the schools so that they are able to complement the learning that children get in the classroom. Clearly, children receive an outstanding service from this out of school club.

### **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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY404418
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	874158
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	45
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Sindy Louisa Davies
<b>Date of previous inspection</b>	16/06/2010
<b>Telephone number</b>	01782237980

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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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