

Newborough Kidz Club

NEWBOROUGH PRIMARY SCHOOL, School Road, PETERBOROUGH, PE6 7RG

Inspection date

Previous inspection date

11/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- Leadership and management of the club is focused on high-quality improvement and the manager has a clear vision for the future. Safeguarding is a priority consideration and children's welfare is protected.
- Children enjoy their time at this welcoming and friendly club. They relax and play in a homely environment, where they can forget the rigors of the school day and be active or rest as they prefer.
- Children with special educational needs and/or disabilities, and young children, receive sensitive, nurturing care and make good progress in their learning and development as a result of good liaison between the club, parents and the school Reception teacher.
- Practitioners are warm, responsive and interactive with children. They skilfully encourage their growing independence and children develop strong bonds and feel safe and secure with them.
- Behaviour at the club is excellent. Children respond well to practitioners who support their emerging understanding effectively. They develop positive relationships with other children and older children are caring and considerate towards younger club members.

It is not yet outstanding because

- The outdoor learning environment offers children some opportunities to experience risk and challenge, but opportunities to learn about their local area and to experience sensory play are more limited.

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 indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the club.
- 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.

Inspector

Deborah Hunt

Full report

Information about the setting

Newborough Kidz Club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the music room within Newborough Primary School in the village of Newborough, near Peterborough. The school hall is also occasionally used. The club is owned and run by a private limited company. It serves children attending the school during term time and is open to children from around the surrounding areas during holiday periods. The club is accessible to all children and there is an enclosed playground available for outdoor play. The club also has access to the school field for outdoor activities. The club employs two members of childcare staff. Of these, one holds a qualification at level 3 and one at level 2. One member of staff is working towards a higher level qualification. The club opens Monday to Friday, from 7.45am to 9am and from 3.15pm to 6pm, during term time. A holiday club operates during school holidays, subject to demand, from 8am until 6pm. Children attend for a variety of sessions. There are currently a total of 54 children on roll, of whom five children are in the early years age group. The club supports children with special educational needs and/or disabilities. They receive support from the local authority.

What the setting needs to do to improve further

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

- develop the outdoor learning environment further to offer children highly stimulating opportunities to explore their local environment, the natural world and learn through sensory experiences.

Inspection judgements

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

Children's independence is superbly encouraged at this enabling and friendly club. A good range of activities and resources are easily accessible to them and practitioners willingly fetch other resources from the storage cupboard in the room. Children add what they would like to do, or play with, to the resources list inside the door and the provider uses this to inform new purchases made. Children engage well in a wide and stimulating range of activities, which are informed by their interests and through close liaison with the school Reception teacher. By sharing the Reception curriculum planning the manager is able to incorporate linked activities within the planning for the club. This adds relevance and consistency to children's experiences in the club and they make good progress in their learning and development. Practitioners watch children carefully and make astute observations as they play, thereby gathering useful information about their preferences and ideas. They plan a balanced range of activities to meet children's individual needs and interests and focus firmly on children's next steps in their learning. Adult-led activities are purposeful and promote children's developing understanding. For example, children learn

about living and growing and study freshly cut daffodils which they draw and discuss. The daffodils are kept so that children see what happens to them and newly purchased bright red carnations provide a stark contrast and give children something new to focus on. Practitioners extend children's learning through lively conversation and effective questioning, which helps to maximise their learning potential.

Parents are effectively involved in their children's learning and have frequent opportunities to see their learning journals and the comprehensive 'scrapbook' each child has. This tells the story of their time at the club and is completed for every child attending. Parents receive full, unhurried verbal feedback each day and enjoy speaking with practitioners and watching their children as they play and learn. A newly improved 'All about me' form is completed by parents as their children begin attending, which enables practitioners to offer children activities aligned to their interests and specific learning style. Practitioners listen carefully to children and value what they say, ensuring that children feel appreciated and confident to make their needs known. Young children and those with special educational needs and/or disabilities receive sensitive support to meet their specific needs. Children's communication skills develop extremely well as practitioners interact with them in a friendly and enabling way. They employ humour, and word-based fun, in conversations with children, which helps develop children's interactive skills. Children are seen relaxing with a friend on comfy floor cushions as they read books together, and a young children lay on the settee exploring an interactive word game. The plentiful supply of writing tools and equipment supports children's developing literacy skills and they delight in showing practitioners when they achieve writing their own name for the first time. Practitioners thread mathematical concepts into children's play and the activities offered. For example, a children ask a practitioner to guess their score and learn comparative language, such as, 'more than' and 'bigger or smaller'. They practise using high numbers as their score escalates the more the practitioner guesses. As a result, children learn that numbers can be fun.

Children choose which art and craft activities they would like to take part in from the extensive collection the manager offers in the folders she has collated. They enjoy exciting, innovative projects. For example, they decorate rainbow jars with glass paints, make masks and create skeleton hands using black paper and cotton buds. The manager aims to offer children such an extensive range of ideas for play and learning that they can never say they are bored. She considers that children are happy when they are busy and engaged in activities of their choosing. Children engage in role play as they become famous footballers, dress as princesses and nurse their baby dolls to sleep. Children have fun taking photographs of the exciting activities they enjoy, play educational and active games on computers and use interactive resources. The wide range of opportunities presented fosters their interest well and promotes their future learning. Children learn about difference and study festivals and customs from around the world. These are often linked to those celebrated by children attending, to reflect children's personal experiences.

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

Children build warm, secure relationships with both practitioners in this small, inclusive club. Younger children form especially strong bonds with their key person and receive

sensitive support and encouragement. All children are evidently happy and enjoy their time at the club, saying they 'love coming here, its great fun!' The atmosphere within the club is informal, homely and welcoming, with music playing in the background to help children feel relaxed. Practitioners manage children's behaviour very well. Children have thought about, and created, their own 'club rules', such as 'using kind hands', and 'walking indoors'. They have written them up and they are displayed in the club room, to be referred to when children need prompting. Children are heard reminding one another of these rules and respond well when practitioners ask them what a particular rule helps them to maintain good behaviour. Children interact well with one another and older children are caring and supportive of younger club members. Children learn to share and take turns, for example, as they grate soap into the play dough they have made. This is indicative of how well children share resources and willingly help one another. Parents visit the club with their children when they first start to help them settle in. For young children just beginning school, the owner attends the school introductory days, meeting parents and explaining what the club offers. As the club operates from a room within the school, practitioners and those attending are familiar faces around the school. This helps new children settle more easily. Information gathered, and provided, as children start ensures all necessary information is shared and enables practitioners to meet children's specific needs. Children are confident, friendly and welcoming, which also means new attendees feel included and soon become part of the club. The manager considers it an integral part of their role to offer children emotional support during the time they are away from home, resulting in happy, secure, settled children.

Practitioners offer children healthy snacks, which are ready for them on arrival at the club. Children make suggestions for foods they would like to eat and the manager also works closely with parents if there are dietary needs or preferences to be observed. Children make their own snacks wherever possible. For example, they prepare their own cheese and ham sandwiches, and pour themselves drinks whenever they want one. Snacks are varied according to the weather and season and the manager is appreciative of the fact that, for some children, it is a long day. She ensures that children are well fed and hydrated and is solicitous of their well-being. Children and practitioners sit together as they eat and engage in informal, enjoyable conversations, within which healthy eating is addressed. Children cook once a week and enjoy making pizzas, cakes and foods associated with different festivals. For example, they make Welsh Rarebit for St David's Day. Energetic outdoor play each day allows children to let off steam and develop their physical skills while enjoying time spent in the fresh air. Practitioners clearly enjoy interacting with them as they play tennis and football together and chat during their games. The covered area immediately outside the classrooms offers children the opportunity to play outdoors when the weather is less clement or to spend time involved in quiet activities. For example, a child chooses to dress small world figures while her friends play more active games. However, opportunities for children to learn about their local area, or to engage in sensory play are less frequent so their developing awareness of these things is not as well promoted as other aspects of their learning.

There are safe procedures in place for the arrival and collection of children from their parents and from school. These are well known and understood by all parties, including the children. For example, after school children stand on a line in the playground with teachers. The club manager tells her how many from each class are booked in and the

children walk from the line to the club door where a practitioner is waiting to greet them. They are within sight and hearing of both teacher and practitioners throughout this process. Children learn to assess risk at the club as they help check the outdoor area before playing. They understand the safety rules for the club, and know they all need to be either in, or out, when one of the two practitioners takes a younger child to the toilet. They tidy toys away as they go along, take resources out to support outdoor play and help clear away at the end of the session. Practitioners place high importance on children developing self-reliance and independence while with them. They learn skills to take with them through life as they sweep the floor with dustpans and wash up their own cups and plates.

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

Safeguarding is an important consideration within the club and is given high priority at all times. Parents receive a copy of the relevant policies and procedures and practitioners also know where these are kept, ensuring they can refer to them if there is the need. Recruitment is carefully managed using safer recruitment practice. Potential employees are subject to a formal and practical interview and all necessary checks are undertaken before a new employee can work with children. Safeguarding is an important focus within the induction carried out and there is a three month probationary period. Regular supervision meetings, team meetings and a system of annual appraisal are in place. These are usefully supported by the informal, daily opportunities practitioners have for a 'catch-up chat' to discuss any emerging issues. Training is given high priority and due consideration as the manager recognises the positive impact this has on practice. She is proactive about seeking training opportunities, such as seeking out a route to a new professional qualification for one of the team. Practitioners feel valued as a result and are motivated and enthusiastic about their roles. Risk assessments are thorough and support the efficient running of the club, ensuring children arrive to a safe and welcoming environment. Children's arrivals and departures are carefully monitored and practitioners show a good awareness of after school clubs attended and anticipate late arrivals. As a result, they are ready to greet them and offer a warm welcome. Policies and procedures are thorough and are revisited regularly to update them and ensure they remain relevant and useful.

Accurate self-evaluation supports the development and running of the club well. The manager and her small team work closely together to effectively bring about change and improvements to the setting. The manager issues surveys as a tool for judging levels of satisfaction with the service and to support decisions on the direction of travel to answer family's needs. Children are listened to and their views taken into consideration. For example, they tell practitioners what they enjoy through the 'what I would like to do' board. The manager includes their suggested activities in planning, which is devised as each week progresses and ensures that what she buys reflects the children's interests. She reviews the educational programme offered regularly with the school Reception teacher and shares this with her team. This ensures all children make good progress in their time at the club.

Parents are well informed about the club through the information pack and prospectus they receive when children begin attending, the website and termly newsletters. They are offered a warm welcome as they arrive to drop off or collect their child and enjoy staying for a chat as they watch their children play. Parents speak highly of the club saying they would 'recommend it without hesitation' for its 'friendly, welcoming, supportive atmosphere and ethos'. They comment that practitioners 'work together (with them) in children's best interests' and that children are 'well supervised and secure' in their care. Information sharing about all children's learning and development during their time at the club is superbly supported as every child has a scrapbook recording their experience there. This, together with newsletters and daily conversations, ensures practitioners share children's experiences well with their families and the school to promote continuity in their learning. Partnership working with other professionals and schools work well, supporting children by offering them a consistent and improving experience at the club where their individual needs are a priority consideration.

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

Unique reference number	EY468742
Local authority	Peterborough
Inspection number	938063
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	54
Name of provider	Newborough Kidz Club Ltd
Date of previous inspection	not applicable
Telephone number	07874845577

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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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