

# Corbridge Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY217623
<b>Inspection date</b>	08/06/2009
<b>Inspector</b>	Andrew Clark
<b>Setting address</b>	St. Helens Lane, Corbridge, Northumberland, NE45 5JQ
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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.

## Description of the setting

Corbridge Kids Club opened in 2002 and is managed by a voluntary committee. It has sole use of a mobile classroom and associated facilities in the grounds of Corbridge First School in Corbridge. A maximum of 24 children aged between four and eight may attend the club in any one session. There are no children in receipt of nursery funding. There are currently 52 children on roll of which 10 are aged under five years. The club supports children with English as an additional language. The club meets every weekday during term time. The sessions run from 08.00 to 09.00 and 15.00 to 18.00.

The setting also runs a club during the school holidays. The provision is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The club has three members of staff. The manager and a second member of staff have qualifications at level 3 and one is working towards a level 2.

## Overall effectiveness of the early years provision

Overall the quality of provision is good. The warm and friendly family atmosphere is welcomed by parents and children alike and promotes achievement well. It is an inclusive setting and works well with all groups of children, including those with English as an additional language, because of the good support given to parents and the close working relationship with other providers. It is well placed to continue to improve as a result of the commitment of all staff to their professional development and effective teamwork.

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

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

- improve the use of assessment procedures to guide the next steps of children's learning
- develop the use of labels and questions on resources and displays to stimulate children's curiosity and promote their literacy skills.

## The leadership and management of the early years provision

Leadership and management are good. The enthusiasm of the manager is shared by all staff and spills over into the relationship with parents and children. The club is making effective use of its partnership with other providers to evaluate the overall quality of its provision well and plan for future development. Staff appraisal is well managed and reinforces the commitment to good levels of training. Staff have clear roles and responsibilities ensuring the smooth day to day running of the club.

The welfare of the children is regarded with the utmost importance. There are robust procedures to ensure staff are suitable people to work with children and have a good knowledge of how to keep them safe. Staff ensure that the premises are safe and secure through regular risk assessments and are mindful of any potential hazards. They involve children well in keeping the club orderly and organised. The recently installed security cameras reinforce this.

The partnership with parents and other providers is good. Parents find staff approachable and appreciate the trouble they go to on their children's behalf. They welcome the good range of information they receive and provide good support to the club, including contributing children's cultural language experiences. The club has close links with schools and other providers in the area and this makes a good contribution to the development of staff's skills. Links with local businesses have contributed to the quality of the setting's resources.

## **The quality and standards of the early years provision**

Children thoroughly enjoy coming to the club because of the wide and sometimes unusual range of things to do and the chance to relax in a comfortable, homely setting. There are good procedures for welcoming new children and their parents and this helps them settle rapidly, even when English is not their language. Staff have a good knowledge of children's needs and provide a stimulating environment as a result. They make observations of children's achievements, but these are not yet fully developed to regularly guide the next steps for children's learning.

Children's healthy lifestyles are promoted well. The club provides a good range of healthy snacks at the start of and during the session. Water and fruit juices are freely available. Staff create a positive social occasion around a large pine dining table, which promotes children's emotional and personal well-being as well as reinforcing the value of healthy eating. Children benefit from large grass and hard-surface play areas where they participate in many different activities, which encourage good physical development and experiences in several areas of learning. The cheerful disposition of all adults and willingness to participate in children's games leads to high levels of self-confidence and good collaborative play.

Children have positive experiences of the diversity of the modern world both through positive images in displays and resources, and through well planned themes. The children enjoy trying foods from different countries and producing art, writing and numbers from different cultures. For example, they make Rangoli patterns at Eid and make a huge Chinese dragon with hand prints for the Chinese New Year. Children contribute to many delightful displays through challenging craft activities which develop skills and independence. These lead to stimulating displays around the room. However, opportunities are missed to challenge the children's creative thinking and early literacy skills through the use of questions and interactive labels on displays and resources.

The children have many chances to choose their own activities and plan their own

games. They are also guided to try new ideas and meet new challenges. There are well planned and very comfortable areas for children to sit and relax. They have a wide range of books to read or DVDs and computer games to challenge them. Children behave extremely well because staff are consistent and caring in their manner and everyone enjoys being here.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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