

# Cambridge Kidsclub @ St Luke's

Inspection report for early years provision

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**Unique reference number**

EY431599

**Inspection date**

24/01/2012

**Inspector**

Janet Keeling

**Setting address**

St. Lukes C of E Primary School, Frenchs Road,  
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**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

Cambridge Kidsclub @ St Lukes registered in 2011. It is privately owned and run by Cambridge Kidsclub Limited. The setting operates from facilities at St Luke's Church of England Primary School in Cambridge. Children have access to the school playground and playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 55 children from three years to under eight years may attend the setting at any one time. The setting also provides care for children aged eight to 11 years. There are currently 299 children on roll, of whom, 15 are within the early years age group. The setting opens Monday to Friday from 3pm to 6pm during school term time and from 8am to 6pm during the school holidays. Children attend for a variety of sessions.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff who work directly with the children. Of these, four staff hold National Vocational Qualifications (NVQs) at level 3 and two hold NVQs at level 2. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy their time at this welcoming setting. Staff provide a range of enjoyable activities which take account of children's interests and learning needs. They strive to offer an inclusive service where all children are valued and respected as individuals. Staff share friendly and meaningful relationships with parents and teachers at the host school and are beginning to forge links with other early years providers. Most policies and procedures are in place and implemented effectively to safeguard and promote children's safety and well-being. Managers demonstrate a positive commitment towards the sustained and continuous improvement of the setting, which is well placed to develop further in the future.

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

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

- improve monitoring procedures, such as appraisal systems, in order to enhance staff training and development
- develop further the process of self-evaluation in order to better identify the setting's strengths and priorities for development that will improve the quality

of the provision for all children.

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

Children are safeguarded effectively. There are good recruitment and selection procedures in place to ensure that children are cared for by suitable adults. Staff have a good awareness of child protection procedures and know who to contact should they be concerned about a child in their care. They routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Risk assessments and daily visual checks are completed which cover all aspects of the environment and as a result hazards to children are minimised. Emergency evacuation procedures are in place and staff ensure that children engage in regular fire drills. Staff are effectively deployed to support the children's learning and well-being and make good use of space, despite using shared facilities where they have to set up and clear away at the beginning and end of each session.

Staff are friendly and work well together. They value each child's individuality and ensure that every child is fully included and integrated into the setting. Daily briefing meetings, together with half-termly staff meetings, ensure effective communication between staff. All staff are committed to further training and many staff have places booked to attend training over the coming months. However, while managers are aware of monitoring staff performance and have staff appraisal systems in place they do not implement them effectively in order to ensure the consistent continued professional development of all staff. Managers are committed to improving outcomes for children and demonstrate a positive attitude towards the sustained and continuous improvement of the setting. They are aware of the importance of evaluating the setting's strengths and weaknesses and are currently implementing a self-evaluation process, however, this is still in the early stages of development. Staff are proactive in seeking the views of parents through the use of questionnaires and have recently introduced 'choice boards' to gain ideas from the children.

Children benefit from the friendly and meaningful relationships that have been established between their parents and staff. The daily exchange of information ensures that children's changing needs are consistently met. Parents speak positively of the setting and are confident that their children are happy and settled. Parents also say that they find the staff approachable, helpful and supportive, particularly if they have to change their child's days at the setting. Parents receive a welcome pack prior to their child's admission which contains relevant information about the setting, including the setting's policies and procedures. Parents are also kept updated with ongoing issues regarding the setting through the use of a parents' notice board, regular newsletters and informal discussion each day. Staff have developed positive relationships with teachers at the host school and are beginning to forge links with other early years providers at local schools where many of the children attend.

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

Children benefit from the welcoming atmosphere within the setting and from the staff's friendly manner. They have fun and enjoy a good variety of activities both indoors and outdoors. Staff fully incorporate children's interests and ideas when planning activities, ensuring all areas of learning are covered. Staff enjoy spending time interacting and supporting children as they play and learn. They actively observe and assess children during each session and record information in their individual learning documents. Systems for recording children's achievements have recently been changed in order to better reflect their progress across the six areas of learning. Staff acknowledge that these systems are still developing. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. On admission to the setting all required documentation is completed, which clearly records children's individual needs so that they are cared for according to their parents' wishes. When asked, the children said they were happy at the setting and enjoyed playing with their friends.

On arrival at the group children receive a very warm welcome from staff who are interested in their day at school. Children are familiar with the daily routine, and they put away their coats and bags and chat eagerly to their friends and staff about their day's news. They have developed good friendships with their peers and are extremely supportive of each other. Children follow their own interests as they engage in a range of activities that have been put out in readiness for their arrival. For example, children enjoy exploring the properties of pink dough. They knead, roll and cut the dough using a range of tools, while another group of children design and build with small bricks. At the art and craft table children thoroughly enjoy painting pictures onto plastic sheets. They chat together about their designs and when they are finished they proudly show them to the staff. In the role play area children explore resources in the Chinese restaurant and talk about what foods they would like to try as part of the setting's Chinese New Year celebrations. Children have good opportunities to use information and communication technology through access to a computer, television, games console and DVD player. They relish being in the fresh air and thoroughly enjoy outdoor play opportunities each day. They engage in team games, such as football, hockey and table tennis, and enjoy the challenges of the trim trail equipment. They also play with bats and balls, skipping ropes and space hoppers. Children in the holiday club also enjoy a varied programme of indoor and outdoor activities, including, cooking, music and dance, plant pot decorating and exploring their senses through a range of media, such as shaving foam, spaghetti, baked beans and jelly.

Children develop a good sense of belonging at the setting where their contributions and achievements are recognised by staff. Children behave well, are aware of the setting's rules and respond positively to the boundaries set by staff. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating festivals throughout the year. Their understanding of good hygiene practices are reinforced throughout the sessions. Healthy lifestyles are promoted as children are encouraged to engage in

physical activities and to enjoy a range of healthy foods at tea time. Drinking water is readily available to the children, ensuring that they remain hydrated. Children can also help themselves to a piece of fruit from the fruit bowl at anytime during the session. They learn how to keep themselves safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, they are reminded to wear a fluorescent jacket while playing outdoors, to use equipment safely and to stay within the designated areas in the outdoor play area. Staff also reinforce children's awareness of road safety and stranger danger as they walk back with the children from school to the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children adopt healthy lifestyles	2
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