

# Cambridge Kidsclub@ Queen Ediths

Inspection report for early years provision

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**Unique reference number** EY431630  
**Inspection date** 15/02/2012  
**Inspector** Veronica Sharpe

**Setting address** Queen Edith Cp School, Godwin Way, CAMBRIDGE, CB1  
8QP  
**Telephone number** 07960412716  
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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

Kidsclub @ Queen Edith's was registered in 2011. It is owned and run by Cambridge Kidsclub Limited. The club operates from Queen Edith Primary School in Cambridge. Children mainly use the community room and a school hall, but also have access to other areas including a portable classroom in the school grounds. There are enclosed outdoor play areas and children have use of the school grounds. Operational times are from 7.45am until 9am and 3pm until 6pm during term times. A play scheme operates every school holiday from 7.45am until 6pm.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend at any one time and 30 may be in the early years age group. Of these none may be under three years. There are currently 518 children on roll; of these, 22 are in the early years age group. There are a significant number of children on roll with English as an additional language and a small number of children who have special educational needs and/or disabilities.

A team of 11 staff care for the children and five hold early years or play work qualifications. Four members of staff are currently improving their qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a welcoming and secure environment where all children are fully included in the activities. Positive relationships with parents enable staff to effectively meet children's individual needs. Children make independent choices from a broad range of activities; consequently they make generally good progress in their learning and development. Staff and management show a high commitment to the club and have effective systems to monitor and evaluate the quality of the provision.

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

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

- develop further the use of observation and assessment in order to effectively plan for children's next steps
- extend the range of information gathered from school to further support children's learning and development.

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

Children are safeguarded well in the setting because there are clear child protection policies and procedures. Staff attend training to update their knowledge of child protection and have times to discuss any issues or concerns at regular staff meetings. Robust recruitment procedures ensure staff and other adults are safe and suitable to work with the children. Staff are vigilant and conduct ongoing checks of the premises so that children play in a safe and secure environment. Risk assessments take into account all aspects of safety including activities and special requirements, such as allergies. All essential documentation is in place and easily accessible.

The environment is welcoming and friendly. A broad range of resources and equipment is accessible to the children, enabling them to be independent in their play. Staff involve children in decisions about activities and routines, which promotes inclusion. Children who have special educational needs and/or disabilities are supported well through individual care plans and close links with parents.

The club has effective partnerships with parents and keeps them well informed about events and changes. The results of questionnaires show parents are satisfied with the quality of care. Most express their confidence in the staff and say their children enjoy the club. Clear information is gathered about children's needs on placement and this enables staff to get to know the children and meet their needs. Partnerships with the feeder schools are well-established with sound systems in place to share information about children's welfare. Staff speak with teachers on collection and delivery so they know about any issues, such as accidents. There is less information shared about children's learning and development attainments on an individual level.

After a period of change and uncertainty the club is now enjoying a period of stability. Staff work well as a team and support the children well in their activities. Managers and staff are working with the local authority advisor to effectively evaluate and monitor the quality of the provision. The club has a good understanding of the areas for development, and has implemented a range of improvements recently that impact positively on the outcomes for children. For example, there is a programme of professional development for staff to ensure mandatory training, such as child protection and first aid is updated.

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

Children show good relationships with staff and each other; they play together happily and their behaviour is good. Staff support the children well in their activities and clearly know and understand their needs; this helps to ensure children feel valued and secure. Generally, systems to record and monitor children's progress across the areas of learning are at an early stage.

Children enjoy the range of activities on offer and are encouraged to follow their own interests. They have opportunities to make their own choices, such as the daily board, where they record their ideas for the day's activities. Resources are plentiful, enabling children to be independent in their play. Some children play imaginatively in their dens, or sit in a quiet corner to read story books. Children show an interest in art and craft activities such as painting or collage. A variety of board games keeps children happily occupied and develops their sharing skills.

Inclusion is particularly well supported in this friendly club. Children with diverse cultures and languages interact easily with one another. Staff liaise closely with parents to understand about individual needs, including any special dietary requirements. Children learn about the wider world through planned activities, such as exploring food and tastes from around the world, or marking relevant festivals and events, such as Chinese New Year.

Active outdoor play is encouraged on a daily basis, for example, staff plan team games, such as 'dodge ball'. Children regularly walk to local parks and benefit from organised trips, such as a visit to a theatre or an indoor adventure playground. Snacks and meals are healthy and nutritious and children have constant access to fruit and fresh drinking water. Meals times are communal and friendly with children sitting in small groups to relax and be sociable. Children develop their understanding of healthy foods as they help choose the menus and explore which foods are good each day, and which are best eaten occasionally.

Children show they understand about safe behaviour as they put on their high-visibility jackets. When one child queries the need to wear their jacket, they are told 'if you don't wear one, then you can't come with us'. They stand still to be counted and listen to instructions from the adult leading their team.

## 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	2
The effectiveness of partnerships	2
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