

The Valley Kids Club

Pelton Community Primary School, Ouston Lane, Chester Le Street, DH2 1EZ

Inspection date

27/02/2014

Previous inspection date

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

- Staff support children's mathematical skills very well by encouraging and giving them reasons to count in the outdoor environment.
- The manager and her staff team are well supported by the provider and area manager of the out of school club. This ensures that all safeguarding and learning and development requirements are well met, creating an environment which is safe and stimulating and where children enjoy learning.
- Partnerships with the host school are developing well. As a result, children make good progress as activities and opportunities offered at the club complement their learning in school.
- Partnerships with parents are developing well. They are warmly welcomed into the club and share good quality information about their child. This is used well to support children's all-round development.

It is not yet outstanding because

- There is scope to extend resources in the outdoor environments in order to enrich children's ability to make choices and direct their own play.

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 viewed parts of the school used by those children who attend the out of school club.
The inspector observed teaching and learning activities in the main hall and outdoor environment, and spoke to staff and children at appropriate times during the inspection.
- The inspector met with the manager and area manager, viewed evidence of suitability and qualifications of staff working in the setting, and discussed a range of other policies and procedures, including self-evaluation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Nicola Jones

Full report

Information about the setting

The Valley Kids Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings owned by a private provider and is situated within Pelton Community Primary School in Chester Le Street. The club serves the immediate locality and the surrounding areas. Children have access to a number of rooms, including the library and main hall, and an enclosed outdoor play area.

The setting opens five days a week from 7.35am until 8.45am and 3.15pm until 6pm during term time only. There are currently four children on roll who are in the early years age range. Children attend for a variety of sessions. There are currently two staff working directly with the children. Of these, one holds a degree and one holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- extend ways to further enhance children's independence skills in the outdoor environment, in order to enrich children's ability to make choices and direct their own play.

Inspection judgements

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

Staff are well qualified, experienced early years practitioners. They have good knowledge of the Statutory framework for the Early Years Foundation Stage and use this well to support children's learning and development. Children have access to a number of rooms, including a large, spacious hall where they enjoy a good range of activities and experiences. As a result, they are happy to attend following their day in school and enjoy interacting with staff and older members of the club. Staff provide stimulating resources which are accessible and open ended so they can be used and combined in a variety of ways. For example, children enjoy exploring and making their own pictures using craft materials, such as string, fabric and straws. Staff sit alongside them, providing support if required, and talk through the processes involved. Children develop self-confidence when staff recognise their achievements and praise their efforts. They note effort, such as how the child perseveres when cutting string using scissors and listens and responds well to questions.

The quality of teaching is consistently good. Staff fully understand the importance of developing children's communication, language and literacy skills and provide a good

range of opportunities for them to express themselves effectively. For example, staff sit with children during snack and meal times. They talk to them about their day in school, asking questions to promote discussion to further children's understanding and develop their thinking skills. This builds upon their existing knowledge and skills, complementing their learning in school very well. Staff provide good opportunities for children to enhance their mathematical skills. They make effective use of activities in the outdoor environment to encourage children to count using numbers from one to 20. For example, staff support children very well when they use space hoppers to move around the garden and count the number of bounces they make. Children thoroughly enjoy this activity and use words, such as 'boing', as they travel around the area. Staff provide very good opportunities for children to fully develop their physical skills, particularly in the outdoor area. They have access to a trolley with equipment, such as, bats, balls, hockey sticks and hoops, and use this to develop good control and coordination in large-scale movements.

Staff assess children's learning on a regular basis. Each child has an individual learning journal containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies next steps. Tracking documentation is in place and staff analyse this information on a regular basis. This ensures they have good knowledge of children's individual strengths and weaknesses and know where to provide additional support if required. Although the club has only been open for a relatively short period of time, partnerships with the host school are very good and information is shared to ensure learning in the club complements children's learning at school. For example, regular information is shared with the nursery and reception class teachers regarding children's learning and development. This is used to inform individual planning for each child. This ensures that continuity is maintained and children's learning and development and welfare needs are addressed well. Parents are encouraged to access their child's file and welcome opportunities to discuss their progress with staff and share examples of children's learning at home. Parents spoken to on the day of inspection describe how they value this opportunity to understand their child's needs and gain a full picture of their development.

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

Children and their parents receive a warm welcome at this newly established out of school club. An effective key person system is in place. This helps children to form secure attachments, especially those who only attend occasionally, promoting their well-being and building their self-confidence during the time they spend in the club. Children show they have close bonds with their key person when they spend time with them in the outdoor environment. They smile and make eye contact when they use equipment, such as hockey sticks and small balls. Staff meet children's individual needs effectively and support them very well when they move from their classrooms into the club. They ensure children have all of their belongings with them and talk to them in a gentle, sensitive way as they walk through the school building. Regular dialogue is maintained between staff and school teachers to ensure information regarding children's learning, development and welfare is shared. This provides continuity for each child and ensures their needs are well met. Effective settling-in arrangements are in place, and both children and parents are well prepared when children join the club. Good quality information is shared to ensure

individual needs, such as medical and dietary requirements, are well met.

Staff provide generally good opportunities for children to develop their independence skills. They hang up their coats and bags, select their own activities indoors and choose from a wide range of foods at mealtimes. However, there is scope to extend children's independence skills even further in the outdoor environment, in order to enrich their ability to make choices and direct their own play. For example, by extending resources available outdoors so that children can see clearly what is available to play with and ensuring they are able to pour their own drinks when enjoying time in this area. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a nutritious and balanced diet. A range of fresh, healthy food is offered to children at snack and meal times and they are offered a drink of water. Children have regular access to the secure, outdoor environment and enjoy the experience of being in the fresh air on a daily basis. Staff give clear messages to children to ensure they are developing a good understanding of the need for physical exercise.

Staff are good role models and behaviour expected by children is modelled by them. As a result, behaviour in the club is good. The rationale of boundaries and expectations is shared with parents. This helps to maintain a joint approach and meets children's individual needs when changes occur in their behaviour. Throughout the club, relationships between both staff and children are developing well. This promotes a relaxed and happy environment which enables children to feel cherished and secure. Children show respect for one another and are beginning to understand the importance of safety through the various activities on offer throughout the session. This is because staff explain why safety is an important factor in using toys and equipment. They supervise children well and have sensible rules for everybody to follow. For example, staff and children ensure the rabbits are safely housed in their hutch before playing games in the outdoor environment. Consequently, children play well together and demonstrate safe practices when using resources, such as footballs and other physical play equipment.

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

Children are safeguarded well as the manager has effective policies and procedures in place to meet the safeguarding and welfare requirements of the framework. All staff are aware of procedures to follow should they have any concerns about a child and know who to contact to share information and seek further help and support. Children are supervised at all times. Staff accompany them and hold their hands as they walk through the school building and move from room to room. Children are protected further as those in the early years age group are looked after and collected by staff who have paediatric first aid qualifications. Robust recruitment procedures are in place to ensure all staff working with children are suitable to do so. There are clear systems in place for self-evaluation and the management team are motivated to seek further improvement. For example, there are plans for children to make books about themselves for others to read. This aims to further develop their sense of belonging and enjoyment of attending the club. Areas of future development are identified and take into account the views of staff, parents and children. This ensures the views of all those involved in the club are carefully considered and used

to improve practice and provision for children.

The manager and staff have good knowledge of the seven areas of learning and promote this well. There is a good overview of the curriculum to ensure children are provided with experiences and opportunities which help them make progress towards the early learning goals. Planning and assessment is given high priority and the manager and staff receive additional support from the area manager and provider, who monitor the provision well. Systems are in place to ensure all documentation is consistent, precise and displays an accurate understanding of children's skills, abilities and progress. Effective induction, appraisal and supervision arrangements are in place to ensure all staff understand their roles and responsibilities. Staff training needs are identified through this process and are well documented and monitored. For example, a training matrix is in place and provides an overview of training received by all staff. As a result, the interests of children are promoted as staff are provided with support, coaching and training.

Partnerships with parents are good. Ongoing discussions take place and parents are provided with daily opportunities to express their views. They also complete questionnaires on a regular basis. Parents are delighted with the quality of the service provided. Those spoken to on the day of inspection describe how well staff support their child's confidence and help them to move from school into the club. Partnerships with early years staff in the host school are very good and information received ensures children's strengths and weaknesses are accurately identified. This means any child requiring additional support receives appropriate intervention at the earliest possible stage. This is echoed by the views of the headteacher of the host school, who speaks highly of strong relationships that have developed in a relatively short period of time. Partnerships with external agencies are developing well through effective communication with staff in the school. Staff demonstrate a strong commitment to working effectively with services, such as behaviour support, to ensure all children's needs are well met.

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	EY467659
Local authority	Durham
Inspection number	931115
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	4
Name of provider	Team Valley Nursery Limited
Date of previous inspection	not applicable
Telephone number	01914915050

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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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