

Creative Kids After School Care

Longlevens Communy Centre, Longlevens, Gloucestershire, GL2 0AJ

Inspection date

Previous inspection date

15/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The highly attractive and stimulating environment is set up with a wealth of accessible resources, to thoroughly support children's own choices of play.
- The staff are exceptionally skilled, so that they know exactly when to involve themselves in children's play, and when to stand back and let children take charge.
- Children are absolutely safe during the highly organised and enjoyable school pick ups, because of the exceptional security at the club.
- The club nurtures children so that they copy caring behaviour and are very polite to others.
- Children thrive on, and thoroughly appreciate the immense choice of nutritious foods.
- The fully committed leadership attracts a high calibre of staff with a wide range of experience in caring for different children.
- The staff's excellent teamwork and outstanding levels of commitment in their roles enrich all the children's experiences.

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 in the two play rooms and the outside learning environment.
- The inspector had discussions with staff, children and a parent.
- The inspector undertook a joint observation with the owner while indoors.

- The inspector sampled a range of documentation, including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures, policies and information from parents' and children's surveys.

Inspector

Angela Cole

Full Report

Information about the setting

Creative Kids After School Care re-registered to include children in the early years in 2012. It is one of two provisions under the private ownership. The club operates from the Longlevens Community Centre which is situated next to the Longlevens Junior School in Gloucester. Children use two rooms and there are two enclosed area for outdoor play, including a garden. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It opens each weekday during term time from 7.30am to 9.00am and 3.00pm to 6.00pm and in school holidays on demand from 8.00am to 6.00pm. There are currently seven children on roll in the early years age range. The club also cares for older children under 12 years of age. The club currently supports children who speak English as an additional language. There are six members of staff and five hold appropriate early years or playwork qualifications. The owner has a level 4 qualification in early years and a staff member is working towards a level 5 qualification in management.

What the setting needs to do to improve further

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

- enhance all possible opportunities for the youngest children to be fully independent at mealtimes, for example when pouring their own drinks.

Inspection judgements

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

Children hugely enjoy their time at the club and have great fun in the company of staff, and of children of different ages. They freely choose their own resources to play with, indoors or outdoors. Planning for themes, such as 'Spring', always includes suggestions that children make, to build upon their interests and ideas. Staff offer a wealth of other activities to promote excellent development across each of the areas of learning in the Early Years Foundation Stage. Staff are fully aware of the length of time children have been at the club and how often they attend. They use this information to plan activities that focus and build on what children can already do. Children make excellent progress as a result.

The designated key person for the children in the early years rigorously assesses what children can do when they very first join. She uses precise assessment to closely monitor their progress. All staff use this knowledge to plan individual support for all children. This is based on comprehensive knowledge of the children and their family backgrounds. Staff

have an extremely sharp focus on supporting children's personal, social and emotional development. This helps all children make rapid improvements in their learning. Staff use the excellent assessments arrangements to identify any gaps in children's learning. They work very quickly to close these gaps. They offer thorough support for children who speak English as an additional language.

Children benefit highly from secure staff support and gain excellent self-confidence and self-esteem. They focus intently on the initial circle time when they share plans for the day and discuss interesting topics, including current national news. They respond enthusiastically to extremely challenging general knowledge questions; for example, they name small spring flowers beginning with the letter 'b' as 'blossom'. Children concentrate for considerable periods of time, using highly controlled physical skills to complete complex paintings. They experiment with the different styles of renowned artists. They are very pleased with their efforts as they use a method called 'pointillism' to create immediately recognisable pictures with dots of colour. As a result, children are expressive and confident learners. They develop extremely broad and imaginative creative skills.

Children have extensive opportunities to develop their language and literacy skills. They talk very confidently to staff, for example discussing face painting designs, such as cats. In complex role-play situations they negotiate their parts, such as spending time in the 'waiting room' before visiting the 'doctor' with their 'babies'. Children develop their early reading skills as they see an abundance of words around the playrooms that enhances displays of their work. They read information and instructions on posters and the cosy book area is very well used. Children have a wealth of opportunities to practise their early writing skills while indoors, and on the large outdoor whiteboard.

Children have an excellent understanding of how to apply their mathematical knowledge in practical ways. They create complex patterns and design models in three dimensions. In whole group games such as 'elevens', they competently and rapidly handle numbers. Children show much pride in their work and staff respond enthusiastically. The adults are very relaxed, while being vigilant in case children need attention or encouragement. Staff show unlimited care and know precisely how to support children on their own or to draw them into a group. Staff observe children very closely, especially when they are new to the club, so that they are well aware about how they respond to others. Staff offer children exactly the right levels of attention and activities to meet their personal and play needs. As a result, children have the skills and attitudes to most effectively support them in their next stage of learning.

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

All children make exceptional physical and emotional development. This includes those who speak English as an additional language, who may need more support. They form very strong bonds with staff and with older children. Staff are highly skilled and sensitive in helping children form secure emotional bonds. They provide a strong base for children's developing independence and exploration. Staff offer continuous individual encouragement to children in the early years. Children show increasingly high levels of

self-control and confidence in varied social situations, because staff give them impressive support during whole group activities. They learn sign language to communicate with people who have additional needs. They are extremely polite at all times and are highly considerate of others. For example, they all thank the adults on road crossing patrol duties. They clap those who have earned stars through helpful gestures and are friendly as they say goodbye to children as they leave the club.

Children greatly enjoy the relaxed environment in the club. They enjoy choosing from accessible resources that staff use very well to stimulate and extensively challenge children both in and outdoors. Staff consistently give the highest priority to the safety of children. They very effectively support their increasing understanding of how to keep themselves safe. Children develop an excellent understanding of how to manage risks and challenges relative to their age. Their behaviour is exemplary so that they keep themselves and others safe as they play. They devise a 'traffic light' display of 'red, amber and green behaviours' to remind themselves and others to choose safe actions. Children very effectively learn to use equipment, such as a microwave and toasters, in a calm, supportive atmosphere. This helps them to develop useful, safe skills for the future.

Young children demonstrate an excellent understanding about the importance of a healthy lifestyle. They have extensive opportunities to be active indoors. They join in circle and ball games in one of the spacious rooms. They walk to and from school in all weathers and spend much time outdoors. They climb and swing energetically and they dig the garden to plant and harvest vegetables, including potatoes. They carefully wash their hands before serving themselves from the vast array of nutritious foods available. For example, for afternoon tea, children choose from many salads and protein dishes. They are welcome to supplement these with a choice of breads. Older children help themselves to everything on offer. However, younger children are not always fully encouraged to independently pour their choice of healthy drink from the large jugs set out.

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

The owner has an excellent understanding of the responsibility to make sure that the club meets the safeguarding and welfare requirements. Comprehensive safeguarding arrangements are in place to protect children. The three designated persons for child protection, and the other staff members have attended specific training. As a result, each is alert and has a clear understanding of the issues to respond promptly if there is a concern about a child. Rigorous recruitment and induction procedures help to check the adults' suitability to work with children. Close supervision at all times adds to children's safety. Staff implement highly effective risk assessments so that the premises are entirely secure and safe. The owner regularly updates all required documentation and policies. Staff are made fully aware of changes in procedures to underpin the safety and well-being of all children.

The leadership of the nursery is impeccable and inspirational. There is a highly successful and well-documented drive to strongly improve the provision for children. This

demonstrates the aim for excellence in all aspects of practice. High-quality professional supervision results in a targeted programme of professional development. This ensures staff members are constantly improving their already first rate understanding and practice. All staff members demonstrate the fully inclusive attitude of the club. Overall, staff are very well qualified and children significantly benefit from their exemplary behaviour. The club use self-evaluation very effectively to identify areas for development in relation to all aspects of the provision, including outdoor facilities. They monitoring children's well-being extensively and analysis their achievements closely. This results in further improvement of the out-of-school programmes to provide the best possible care.

Highly effective partnerships between the club, family members and other providers enable staff to quickly identify and meet children's needs exceptionally well. The club is extremely proactive in establishing exemplary working partnerships. Links with each early years teacher involved with children promote excellent continuity of care and learning. The children's designated key person manages highly productive relationships with parents and carers. All staff strive to promote full sharing of information about children's care and activities in the club and at home. They fully value the views of families and frequently consult them over plans for their children so that they fully address any gap or development need. As a result, staff make thoughtfully devised interventions and children receive the motivating support they need. Parents and carers praise the staff's attention to detail, for example in children's attractive learning journals. They are highly appreciative of the friendliness and expertise that the club shares. These excellent relationships promote the superb progress and wellbeing of all children who attend.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY452480
Local authority	Gloucestershire
Inspection number	884142
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	48
Number of children on roll	7
Name of provider	Rosemary Anne Oakey
Date of previous inspection	not applicable
Telephone number	07599516246

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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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