

Thrumpton Kids Clubs

Thrumpton Primary School, Whinney Moor Lane, Retford, Nottinghamshire, DN22 7AF



Inspection date	9 September 2015
Previous inspection date	28 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Practitioners know children well and how they learn, so they provide interesting and stimulating activities. This results in children making good progress in relation to their starting points.
- Partnerships with other agencies and the host school are good. The transition arrangements for children moving on into nursery in the host school are very good.
- Procedures for safeguarding are good. Practitioners have attended child protection training and know how to proceed should they have concerns about a child's welfare. Most practitioners hold a valid first-aid certificate.
- High priority is given to forging good partnerships with parents. Settling-in practices are very flexible. This means families build trusting relationships with practitioners which benefits each child's ongoing care, well-being, learning and development.
- The management committee and practitioners are very committed to developing the service. Ongoing self-evaluation includes the views of practitioners, parents and children. Priorities for improvement are identified and the outcomes for children and their families are continually enhanced.

It is not yet outstanding because:

- Practitioners do not always gain precise details from parents about what children know and can do on entry to enhance their planning for children's future learning.
- Leaders and managers do not yet monitor the progress of groups of children effectively.

What the setting needs to do to improve further

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

- explore further ways to help parents share what they know about their child when they first start that promote a consistent approach to supporting children's learning and development so they make best possible progress
- identify and monitor the progress of specific groups of children more effectively.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and nominated person. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of practitioners working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safeguarding policies and procedures are understood and effectively implemented by the practitioners. A robust recruitment procedure is in place which ensures that all children are cared for by suitable adults. The management committee and practitioners are committed and dedicated and have high expectations for the setting. Well-qualified practitioners use their training and effective self-evaluation of the setting to make improvements. This has a positive impact on children's learning. The observation and assessment of children's progress are maintained. Managers record all children's progress. However, they do not use this information robustly to check how well vulnerable groups of children are doing to ensure prompt and effective steps are taken to make changes when needed. Parents spoken to on the day of the inspection are extremely pleased with the service the setting provides. Partnerships support children well because information from home and targeted work is regularly shared. They work closely with the host school to ensure that the move on to school follows a smooth transition process.

Quality of teaching, learning and assessment is good

Practitioners have a good understanding of the Early Years Foundation Stage. They plan a wide range of exciting learning opportunities for children which meet their interests. Children are inquisitive and enthusiastic in what they do. They enjoy a range of group activities. This helps them to learn to sit and listen carefully and to play cooperatively, which is good preparation for their future learning. The key persons take responsibility for liaising with parents from the outset. They gather information about the family and children's care needs, which helps build initial relationships. However, information gathered about children's current skills and abilities when they first start at the setting is less detailed. Practitioners use a range of teaching strategies to encourage children to think, explore and solve problems. Consequently, children show interest and curiosity in how things work and develop confidence in their critical-thinking skills.

Personal development, behaviour and welfare are good

Children play in a warm and welcoming environment where their behaviour and independence are effectively supported. They thrive on the positive praise they receive and gain the self-help and social skills they require for school. All children share strong relationships with their key person. Meals and snacks are nutritious and well balanced. Therefore, children are developing healthy lifestyles. Children of all ages get along well together. They develop good social skills. Practitioners help children to learn to keep themselves safe through effective instruction and discussions during activities.

Outcomes for children are good

Children make good progress from their starting points. They master new skills quickly because practitioners support and coach them effectively. Children establish a close bond and secure attachment with their key person. As a result, they feel safe and secure and their confidence and emotional well-being are promoted.

Setting details

Unique reference number	253090
Local authority	Nottinghamshire
Inspection number	864491
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	22
Number of children on roll	123
Name of provider	Thrumpton Kids Clubs Committee
Date of previous inspection	28 September 2010
Telephone number	0797 118 3926

Thrumpton Kids Clubs opened in 2003 and is a committee run group. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. During school term time, the breakfast club runs from 8am until 9am and the morning pre-school session runs from 9.05am until 11.20am. The lunch club runs from 11.20am until 1pm. The afternoon pre-school session runs from 1.05pm until 3.20pm. The after-school club runs from 3.30pm until 5.30pm. They also run a holiday club each weekday in the school holidays, apart from the Christmas holidays and bank holidays. This club is open from 8am until 5.30pm. The setting provides funded early education for two- and three-year-old children.

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