

# Thrumpton Kids Clubs

Thrumpton Primary School, Thrumpton Close, Retford, Nottinghamshire  
DN22 7AF



<b>Inspection date</b>	27 June 2019
Previous inspection date	23 January 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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 management team has made several positive changes since the last inspection. Staff observe and monitor children's learning effectively. Children reach typical levels of development for their age.
- The manager supports staff well. Staff attend meetings with the manager and they reflect on their practice. Staff attend training that helps them to improve their teaching skills. For example, they have attended training to deepen their understanding of how to support children's communication skills. This has a positive impact on the progress children make in this aspect of their learning.
- Parents comment positively about the setting. They say that staff are welcoming and approachable and that they enjoy looking at photographs of their children playing in the setting.
- Children demonstrate a good relationship with staff and seek them out for comfort. Staff are warm, caring and support children's emotional well-being effectively.
- Children demonstrate good mathematical skills and use numbers in their play. For example, staff count out loud the number of footsteps children need to take when they play a game. Older children confidently count to 14. Younger children say numbers when they sing nursery rhymes.
- Staff support children with special educational needs and/or disabilities well. They put targeted plans in place and work with other professionals to support children's individual needs.
- Occasionally, staff do not always support children to extend their learning so they can achieve the best possible outcomes.
- Staff do not always consider how to plan activities to ensure that all children remain focused and engaged.

## What the setting needs to do to improve further

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

- strengthen teaching skills so that every opportunity is made to maximise the learning experiences for children, to help them achieve the best possible outcomes
- strengthen the organisation of some planned activities to ensure that all children remain focused and engaged.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She reviewed relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents during the inspection and took account of their views

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

The manager gathers feedback from parents about the service they receive. She successfully uses this information to consider how to develop the provision further. She has made improvements to the toys and resources in the garden. This provides further opportunities for children to develop their learning outdoors. Safeguarding is effective. The manager and staff have a good understanding of the signs of abuse. They know the action they must take if they have any concerns about a child or colleague. The manager ensures that recruitment procedures are robust and continues to check the ongoing suitability of staff working with children. This protects children's safety and welfare. The manager uses additional funding effectively to promote children's individual needs.

### Quality of teaching, learning and assessment is good

Most staff are well qualified and demonstrate a good understanding of how to identify what children need to learn next. Staff encourage children to develop their imaginative skills. For example, they show children how to order and pay for an 'ice-cream' in pretend play. Staff ask them to serve ice lollies to their friends at snack time. This brings children's imaginative play into real-life experiences. Staff support children's speaking skills effectively. For example, they talk to children about what they are doing. Staff ask them a good range of questions. They praise children for using words, such as 'massive'. Children are confident communicators. Staff share information with parents about children's learning and development. They assist parents to further support their children's learning at home. For example, books are available for parents to borrow to enhance children's literacy skills.

### Personal development, behaviour and welfare are good

Staff actively promote positive behaviour. They give children plenty of praise and encouragement for their achievements. Staff provide opportunities for children to learn to share. For example, they ask children to take it in turns to roll a ball to others. Staff plan activities that help children to learn new skills. For example, they show and explain to children how to use scissors safely. This helps children to learn how they can keep themselves safe. Staff provide children with healthy snacks. They ensure that children receive fresh air and exercise daily.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. They learn key skills in preparation for their move on to school. Children are independent and meet their own self-care needs. For example, younger children use a tissue to wipe their nose and dispose of it in a bin. Older children use a knife to spread butter on toast and pour their drinks. Children demonstrate good physical skills. They ride tricycles and climb on and off objects confidently. All children show a strong sense of belonging and are eager to have a go and take part in activities.

## Setting details

<b>Unique reference number</b>	253090
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10094660
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	22
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Thrumpton Kids Clubs Committee
<b>Registered person unique reference number</b>	RP522504
<b>Date of previous inspection</b>	23 January 2019
<b>Telephone number</b>	07494 129198

Thrumpton Kids Clubs registered in 2003 and is situated in the grounds of Thrumpton Primary School, Retford. The setting employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one holds level 5. The setting opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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