

East Thurrock Kids Club



Stanford-le-Hope Children's Centre, Copland Road, STANFORD-LE-HOPE, Essex SS17 0DF

Inspection date	12 August 2019
Previous inspection date	20 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children form strong attachments with practitioners. The well-organised key-person system supports young children to form secure relationships. This promotes children's care and well-being. Children are confident and happy and make firm friendships with one another.
- Practitioners have a wide depth of knowledge and expertise in understanding how children learn. They are skilled at guiding children in their play and offer support and encouragement so that children persist to succeed in everything that they do.
- Children are highly engaged and enthusiastic in their play and learning. Practitioners provide children with many interesting activities that stimulate all of their senses and ignite their imaginations. For example, babies and toddlers delight in exploring a space blanket. They listen to the sound it makes and explore the texture and shine.
- Managers are committed to providing all children with an environment that enables children to grow and develop as individuals so that they can reach their full potential. They are continuously evaluating all areas of practice and looking at ways to enrich everything they do.
- Partnerships with parents are strong. Parents are delighted with how happy their children are and say that they are thriving. They receive daily feedback and detailed reports on what their children have done at the setting and the progress they have made.
- Occasionally, practitioners do not give children clear explanations to allow them to understand and value praise for what they have accomplished.
- Sometimes, practitioners do not fully extend most-able children's learning during activities to allow them to make the best progress possible.

What the setting needs to do to improve further

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

- support children to understand and value praise so that they know exactly what they have done that develops their learning
- explore ways to extend most-able children's learning to help them to make the best progress possible.

Inspection activities

- The inspector observed practitioners and children in their rooms and outside in the garden area.
- The inspector spoke to practitioners, children and managers at appropriate times during the inspection.
- The inspector took into account the feedback and comments provided by parents.
- The inspector carried out a joint observation with a manager and held discussions regarding the impact on children's learning and development.
- The inspector held a meeting with the managers and checked evidence of practitioners' qualifications and their suitability to work with children.

Inspector

Angela Doherty

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and practitioners understand the correct safeguarding procedures to follow if they have any concerns about the welfare of children in their care. Managers provide the knowledgeable practitioners with good professional development opportunities. Managers are highly sensitive to practitioners' well-being. They work tirelessly to ensure that the team is well motivated and supported to work to the best of its abilities. Settling-in sessions are extremely responsive to the individual needs of children and parents. Children settle quickly, and, through observations and consultations with parents, practitioners ensure that they make progress right from the very start.

Quality of teaching, learning and assessment is good

Practitioners guide children in their learning as they explore and make sense of activities in their own individual way. Children are encouraged to make their own choices and learn creatively throughout the day. For example, older children thoroughly enjoy playing with a mixture of cereals in a hard tray. They are encouraged to explore what happens when they ask to add water to the mixture. This results in them learning about how it gets sticky and expands. They are thoroughly engrossed in their learning and all contribute to the thought-provoking conversation surrounding the smell and feel of the mixture. Practitioners closely monitor children's progress and quickly act to close gaps in children's learning through targeted teaching. Practitioners read and sing with babies and toddlers throughout the day. They encourage them to learn new words and develop their early communication skills.

Personal development, behaviour and welfare are good

Children display excellent manners and, from a very young age, learn how to share and take turns. They are able to moderate their actions to take the feelings of others into consideration. For example, toddlers playing noisy instruments understand that they need to play them quietly when one of the babies is being rocked to sleep. Children learn about a wide range of festivals and celebrations that are practised by the wider community, through amongst other things, crafts, stories and food. Children with special educational needs and/or disabilities receive excellent levels of support from highly perceptive practitioners. Practitioners have strong partnerships with outside agencies and attend training to support children's specific needs, which allows them to help all children to develop to their full potential.

Outcomes for children are good

Children make good progress from their starting points and are well prepared for their next stages of development, including school. Children are equipped with the tools to be independent and are motivated to express themselves throughout the day. For instance, children make up their own stories and practitioners read these out at story time. The children then delightedly act out the stories themselves. They concentrate for long periods of time and happily follow instructions well.

Setting details

Unique reference number	EY321319
Local authority	Thurrock
Inspection number	10072137
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	70
Number of children on roll	138
Name of registered person	East Thurrock Kids Club Ltd
Registered person unique reference number	RP526060
Date of previous inspection	20 July 2015
Telephone number	01375643683

East Thurrock Kids Club registered in 2006. The setting opens 7am until 6.45pm, Monday to Friday, all year round and includes a pre-school, nursery, out-of-school club and holiday playscheme. The setting employs 33 practitioners, including three managers. All practitioners hold appropriate early years qualifications at level 2 and above. The setting provides funded early education for two-, three- and four-year-old children.

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