

Inspection of Kids Club 2012

Cherry Tree Infant & Nursery School, Lime Grove, Chaddesden, DERBY DE21 6WL

Inspection date:

23 April 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the club happy as staff greet them and ask them about their day, which helps children feel like they belong and feel secure. The staff provide a wide range of activities that engage children based on their interests. There is a buzz of excitement as children quickly and confidently engage in the activities on offer. They are confident to talk to visitors and are excited to tell the inspector what they enjoy doing at the club. Children play table football with each other, which helps them to develop their turn taking and social skills.

Staff understand that some children need time to relax after a full day at school. As a result, they include quiet activities and a cosy area for children to sit and relax with a book. Children enjoy playing outdoors in the fresh air, developing their physical skills. Staff support children as they explore outdoor equipment. They join children as they play basketball, which helps them to build their throwing and catching skills. Children learn to be resilient as staff offer support and encouragement to keep trying. Children are praised by staff for their achievements, which builds their self-esteem.

What does the early years setting do well and what does it need to do better?

- Staff are good role models for children, and children behave well. They treat each other with kindness and respect. Older children willingly help younger children when playing games, which builds positive friendships. Children are well mannered, and when they need the toilet, they politely ask a member of staff for permission.
- Children demonstrate good levels of independence. They choose their own activities, meet their personal care needs and know where to place their own belongings when they arrive. At snack time, children sit together after washing their hands and choose what snack they would prefer.
- Staff understand each child's individual needs, including those with special educational needs and/or disabilities. They use this information to ensure that all children are content, happy and have fun during their time at the club. For example, they know that children enjoy play dough and provide this with a variety of tools. Staff sit alongside children, promoting back-and-forth conversations that support secure attachments.
- Staff support children to gain a deeper understanding of the wider world. For example, they most recently learned about Easter and are looking forward to celebrating Victory in Europe Day. This supports children's understanding of the world and an appreciation and respect for others.
- Staff feel well supported in their roles. They receive opportunities to attend training to ensure that their knowledge remains up to date. They complete

mandatory training, such as first-aid training, on a regular basis.

- Parents provide positive feedback, commenting that children enjoy attending the after-school club and the activities on offer. Communication is effective, ensuring that parents are well informed about their children's activities and their day at school. Parents appreciate how flexible the club is.
- Staff deployment is used well to supervise children's play to ensure that children are safe. They ensure that the environment is safe and secure. Staff conduct regular checks to ensure that equipment and play areas are safe. However, staff do not always help children to understand potential risks and how to manage them. For example, when a child tips the football table, staff do not speak to them about why it is dangerous and what the impact could be on others.
- Partnerships with the host school are good. Staff use drop-off and collection times to communicate with teachers and exchange important information about the children. This helps staff to understand and meet the individual needs of children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY457136
Local authority	Derby
Inspection number	10380580
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	50
Number of children on roll	131
Name of registered person	Stewart, Karen
Registered person unique reference number	RP513767
Telephone number	01332673520
Date of previous inspection	14 June 2019

Information about this early years setting

Kids Club 2012 registered in 2013 and is based at Cherry Tree Primary School in Chaddesden, Derby. The club is open from Monday to Friday, from 7.30am to 9am and 3.30pm to 6pm during term time. During the school holidays, it opens from 7.30am to 6pm. There are five members of staff who work directly with the children. Of these, four hold an early years qualification at level 2, 3 or 4.

Information about this inspection

Inspector

Ali Lancaster

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The children spoke to the inspector during the inspection. They shared which activities they enjoy at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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