

# Kidz Club

All Saints C of E Primary School, Chapel Fields Lane, Hindley, WIGAN, Lancashire, WN2 3QS

## Inspection date

13/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children have access to a warm, welcoming and stimulating learning environment, both indoors and out. As a result, they enjoy themselves and are confident to explore and express themselves.
- The key person system ensures that children receive relevant support and consistency of care. Practitioners are loving, sensitive and attentive to children's individual needs and know them well. Therefore, children feel very safe, secure and happy.
- Practitioners take effective action to extend and develop children's ideas, for example by providing resources to incorporate favourite role play, such as natural materials, tubes and craft material. Subsequently, children are actively engaged in their play.
- There is a high commitment to further improving the setting through the self-evaluation process, clear targets and action plans.

### It is not yet outstanding because

- There is scope to extend partnership working to further promote consistency in learning for children who attend more than one setting.
- Arrangements are not fully in place to give parents opportunities to contribute what their children are learning at home, so practitioners can take this into account when planning activities and maximise children's learning.

## 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 presented in the classroom and took into account the views of children spoken to on the day.  
The inspector met with the manager of the setting and checked evidence of
- suitability and qualifications of practitioners working with the children, and discussed the self-evaluation and improvement plan.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Marina Anna Howarth

## Full Report

### Information about the setting

Kidz Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is managed by a private organisation. It is situated within All Saints Church of England Primary School in Hindley, Wigan and operates from a designated room and the school hall. Children have access to a fully enclosed area available for outdoor play.

It is open each weekday from 7.50am to 8.50am and 3.30pm to 6pm, school term time only. Children attend for a variety of sessions. There are currently 30 children aged from four to 10 years on roll. Of these, six children are within the early years age group. The provision employs five members of staff, of whom all hold early years qualifications.

### What the setting needs to do to improve further

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

- extend the arrangements for sharing information and partnership working with feeder schools to enhance the setting's ability to supplement and complement individual children's learning experiences
- increase opportunities for parents to contribute information about what children can do at home and use this shared knowledge to inform planning for their children in the setting.

## Inspection judgements

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

All children are provided with a range of interesting and challenging experiences that meet their needs, as all practitioners demonstrate a very good understanding of how to engage and capture their interests. For example, as a result of interest expressed in remote control toys, children are provided with additional resources and create obstacle courses; which they use to navigate their toys around, further developing their coordination and problem solving skills. Children enjoy regular opportunities to explore the outdoor environment where they observe different insects and learn about their habitats. They eagerly create their own insect habitat indoors, using a variety of materials and engage in role play situations, by modelling their own insects and decorate biscuits representing ladybirds and bumblebees.

Systems to assess children's starting points on entry are secure. Practitioners work closely with parents on the point of entry, obtaining detailed information to establish what children can do and define initial targets linked to the Early Years Foundation Stage. Regular progress reports are shared with teachers and parents along with identified targets to support children's progress. However, arrangements are not fully embedded to give parents opportunities to contribute information about what their children are learning at home, in order to maximise on children's learning.

Children are enthusiastic learners and are provided with a balanced variety of adult-led and child-initiated activities. For example, some children plan their own imaginative play by working together in groups and building fire stations. They use available resources, such as vehicles and construction bricks, to support their role play. Practitioners engage with children, supporting them in creative activities by providing a wide range of art and craft materials to make 'Father's day' cards. Children are encouraged to describe their fathers and create images. They problem solve as they discover if they do not apply sufficient paint to their hands, their hand prints will not be clearly visible. They use scissors skilfully and identify colours, and compare and match materials confidently. Their early writing skills are developing well as they write messages in their cards and practise emergent writing using a variety of mark making materials. Younger children discover that print has meaning as they enjoy listening to stories and looking through books. They confidently identify recognisable words and narrate their own stories by looking at the illustrations.

Sessions provide children with important recreational time after the school day. They enjoy spending time with practitioners who are attentive to their needs and engage happily in their play. Teaching techniques are consistently strong across the provision resulting in all children being effectively supported to acquire the skills and capacity to learn and develop effectively. Practitioners skilfully ask questions encouraging children to problem solve and to test their knowledge. For example, while participating in baking activities, children are encouraged to weigh ingredients and observe changes of raw and cooked ingredients. They relax and spend time with their friends and enjoy 'film nights' where they create a mini cinema in an area of the classroom and express how much they enjoy attending the club.

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

Children are welcomed into a highly stimulating environment, both indoors and out. A wide selection of good quality toys and resources are suitable for their age and stage of development. Low-level storage units are attractively labelled and easily accessible. This enables children to make independent choices, allowing them to express themselves creatively, use their imagination and play an active role in their learning.

The well-established key person system enables children of all ages to form secure attachments which promote their well-being and confidence. Every child is secure in communicating their needs and preferences. Practitioners spend quality time with individual children, who are actively encouraged to express their views and their interests. Children move freely around the environment where they are able to make independent

choices and engage in a variety of activities. For example, they play with interactive game consoles and build with construction materials. Practitioners endeavour to ensure children's interests are reflected in their play. For example, children are consulted on a weekly basis and share their ideas and interests, such as making pizzas and creating superhero dens. Interaction between practitioners and every child is very strong and they clearly enjoy each other's company. Children of all ages are eager to involve practitioners in their play and they engage in playful interaction.

Sensitive care provides a strong foundation for children who have recently commenced the setting and supports the transition between the setting and school. As a result, all children are familiar and confident with their surroundings. Children of all ages flourish as they become familiar with routines, develop their independence and demonstrate a positive sense of themselves and others, enabling them to form a positive disposition to learn. Children demonstrate a strong sense of belonging and express verbally how much they enjoy attending. They learn to form good relationships with their peers and work alongside others companionably. For example, they take turns to play games and have all contributed to a visual display which highlights the importance of 'friendship'.

Children's understanding of safety is enhanced through controlled opportunities provided for them to take risks. They use tools carefully, while participating in creative activities and explore space outdoors while remaining under the direct supervision of practitioners. Children who attend from other settings wear high visibility jackets and form a 'walking bus' and are encouraged to be aware of their own personal safety and that of others. All children develop good self-care skills, they spread their crackers and pour their own drinks, and are secure in their understanding of healthy practices. They create their own posters illustrating the importance of personal hygiene. They make choices from healthy selections at snack time and express their preferences. They eagerly help themselves to fresh fruit on arrival and state how much they enjoy freshly prepared pasta, exclaiming it is 'delicious'. Children enjoy engaging in a variety of physical activities. They develop their coordination skills as they play interactive console games. They engage in team games, where they move their bodies in a variety of ways and explore wide open spaces and climbing apparatus.

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

Leadership of the setting is good because all practitioners are motivated by the drive for improvement and are committed to ensure that high quality of care and positive outcomes for children remain paramount. The drive for improvement is demonstrated through the identification of clear strengths and weaknesses. Planned actions to overcome weaknesses are effective. For example, a homework support session has been implemented, following suggestions from parents. Children are provided with opportunities to complete their homework on arrival at the setting, with support from practitioners. This enables children to spend their remaining time relaxing and engaging in activities of their choice. The self-evaluation of the provision is thorough and takes into account the views of practitioners, children, parents and the school. For example, the introduction of child-initiated planning has resulted in children taking a lead in planning activities that reflect their interests.

Subsequently, they are absorbed and focused in their play, further promoting their enjoyment. This is enhanced by practitioners who skilfully provide stimulating resources, which are accessible and open-ended so they can be used, moved and combined in a variety of ways, further developing children's learning, curiosity and challenging their thinking.

Overall, a strong commitment to partnership working with parents and external agencies is evident and contributes to meeting children's needs. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and samples of children's artwork are also readily available to illustrate the breadth of activities that children are actively involved in throughout their time at the setting. Partnerships are developing with local schools in the community where the setting provides wrap-around care. However, some communication systems are not yet fully established to ensure that appropriate interventions are secured and maintained, to provide the consistent support children need across the provisions.

All practitioners have a secure knowledge and understanding of safeguarding issues and are conversant with the procedures to follow. Clear risk assessments are implemented effectively, which helps to ensure the environment is safe and free from potential hazards. Practitioners create an environment that is welcoming, safe and stimulating, where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, receives an enjoyable, relaxed experience that secures their future learning. Robust recruitment, selection and induction procedures are in place to ensure the suitability of practitioners to work with children. In addition, their performance is monitored formally through appraisals and informally through observation of practice. Extensive recruitment and vetting procedures ensure that practitioners are highly suited to work with children. Opportunities are provided for them to attend a variety of training, which builds and enhances their childcare knowledge. Policies and procedures are robust and implemented effectively to guarantee the safe and efficient management of the setting and successfully meet the needs of all the children.

### **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

<b>Unique reference number</b>	EY454894
<b>Local authority</b>	Wigan
<b>Inspection number</b>	899319
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Hindley All Saints Kidz Club Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01942 255577

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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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