

# Brookside Kidz Club

Brookside Primary School, Rostherne Avenue, Great Sutton, ELLESMERE PORT, CH66 2EE

<b>Inspection date</b>	12/11/2013
Previous inspection date	19/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are very happy, confident and motivated to learn. They feel safe and show very high levels of independence. Children develop strong relationships with the staff who care for them.
- The leadership and management of the club is very good and, as a result, staff fully understand their teaching responsibilities in relation to helping children learn and develop.
- Children have consistency and continuity as there are very effective partnerships between the club, school and parents and carers. Parents and carers have a high degree of trust in the staff of the club.

### It is not yet outstanding because

- Children's learning journeys do not always clearly identify their starting points. As a result, adult-planned activities focus mostly on children's interests and sometimes not on developmental or learning needs.
- The notice board for parents and carers is very overcrowded and disorganised. As a result, parents could miss important information about club activities.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playhall.  
The inspector had a meeting with the registered person and the chair of the committee and undertook a joint observation with the assistant manager of the club.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including self-evaluation records.
- The inspector took into account the views of parents and children spoken to on the day.

## Inspector

Sheila Riddall-Leech

## Full report

### Information about the setting

Brookside Kidz Club was registered in 2007 on the Early Years Register and the compulsory part of the Childcare Register. It operates from the main hall of Brookside Primary School in the Great Sutton area of Ellesmere Port. The club is a private company and is managed by a committee. Children have access to the host school's outside grounds, some classrooms and a practical area.

The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The club opens Monday to Friday term time only. Sessions are from 8am to 9am and from 3pm to 5.45pm. Children attend for a variety of sessions. There are currently four children attending who are in the early years age group. Brookside Kidz Club supports children who speak English as an additional language.

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

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

- improve the children's learning journeys by including clear information on their starting points, so that staff can plan activities based on development and learning needs as well as children's individual interests
  
- enhance the organisation of the noticeboard for parents and carers so that important information about children can be easily accessed.

## Inspection judgements

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

Teaching is good, staff support children very well and use adult-led and child-initiated activities to extend children's thinking, interests and learning. For example, staff and children have purposeful conversations about wild animals as children use computers to research more information, following a talk the evening before. As a result, children are actively engaged in their learning and make good progress. Effective questioning, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, staff and children talk about initial letter sounds and where spiders live and suggest different ways to find information on computers. As a result, children's communication and language is supported particularly well. In the past, staff have effectively supported children who have English as an additional language by planning activities that focus on their interests.

Staff show a genuine interest in children's play and interactions and, as a result,

relationships between children and staff are very warm and strong. Children are very happy, confident and have high levels of independence. They are active and motivated learners. They freely engage in many independently selected activities which they sustain for long periods of time. For example, children begin a game involving making dens as they come into the club and develop this play throughout the whole session. Staff appropriately challenge children to develop their skills and extend their learning. For example, during a child-initiated physical activity, staff encourage the children to jump higher or move faster, whilst at the same time maintaining their safety. Staff recognise children's progress and generally understand their needs and interests. Learning journeys for all children in the early years age group are started as the child begins attending the club. Frequent observations of children are carried out, recorded and cross-referenced to the areas of learning. These are supported by digital photographs and examples of children's work. The learning journey provides a delightful reference to share with parents. Progress in all areas of learning is tracked, however, children's starting points are not clearly identified in their learning journeys. As a result, adult-planned activities focus on individual children's expressed interests, such as making paper poppies or doing gymnastics, but not always development or learning needs.

The Kidz Club operates from the school hall. This provides a good, large space for children to explore, move and develop their physical skills, independence levels and confidence. Strong partnership with the school enables the club to access other rooms and the outdoor play areas. This offers scope for many different activities to develop children's skills and learning, across all ages. For example, the children engage in cookery sessions and film nights. Children's transitions between the club and the school are very well supported, as all staff work within the school during the day time and know the children very well. Parents are welcomed into the club by the staff and have frequent exchanges of information. There is a good range of quality resources available for the children. These are supplemented by access to school equipment, such as gym mats and computers. As a result, children engage in a wide range of self-chosen activities which interest and motivate them.

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

Children's personal, social and emotional development is very effectively supported within the club. This enables children to form very strong relationships with their peers, older children and the staff. A good key person system is in place, but all of the staff know the children very well. As a result, children show a real sense of belonging, they feel safe and have developed a strong sense of trust. Behaviour in the club is good, overall; occasions when children become over-excited are checked and children respond to instructions and directions well. Staff are positive role models for the children. They treat them with respect and care. Boundaries within the club are sensitively reinforced which ensures that children are safe and well cared for. Children's understanding of safety issues is demonstrated well through their play. For example, children know to take off their shoes and socks before doing a physical activity on mats.

Staff ensure a clean and organised environment and give children time to develop their own play activities, at their own pace. Staff support children well to develop good hygiene

practices to prevent the spread of infection. For example, children respond well when asked to wash their hands before snack. Children are provided with breakfast and an evening snack, which are prepared on site. These are healthy, balanced and nutritious. Drinking water is freely available. All children are fully independent in their personal hygiene routines. The indoor play environment gives children abundant space to move around freely and develop physical skills.

Staff work very well as a team and share information about children's care needs and interests. There is consistency and continuity of care between the club and the school and, as a result, parents are well informed about their child's needs. Staff ensure that they tailor the children's care according to their needs and ages and place good emphasis on getting to know children's preference and interests. As a result, children are involved, active and motivated by the interesting opportunities and experiences available to them.

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

There are very rigorous and clearly written policies and procedures in place to ensure the safeguarding and welfare of children. These are implemented effectively to ensure children's safety and welfare. All staff know and understand their roles and responsibilities in relation to safeguarding children. There are also effective recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. All the required policies and procedures, including risk assessments and emergency evacuation practices, are in place. These have been reviewed recently.

All staff have relevant and appropriate early years qualifications and can access training opportunities through the school and local authority. All staff have worked in the school and the club for several years. They show strong commitment to the care and well-being of all children. They are very effectively supported by the early years coordinator of the school, who is also the chair of the management committee. As a result, staff support and extend children's learning and thinking well, through meaningful conversations and interactions. For example, staff praise children's efforts in a physical activity with words, such as 'brilliant' and 'superb' instead of 'good', which helps to develop children's vocabularies. Staff performance is monitored through an appraisal system, company meetings and very frequent and informal discussions. The staff have a good overview of the educational programme and ensure the positive environment and positive teaching methods contribute to children's progress and learning. Children's achievements are tracked against the early learning goals, to monitor their progress and, as a result, children achieve well. There are clear and achievable improvement plans in place, which are accurate, realistic and challenging. These are developed through discussions with staff and children and parents' questionnaires. Recommendations from the last inspection have been met in full. This demonstrates a strong capacity for further improvement.

Parent and carer discussions with available parents on the day of the inspection indicate that they are highly satisfied with the service provided by the club. Parents are well informed about the club through an attractive welcome booklet and approachable and friendly staff. Newsletters and frequent discussions with staff enable information to be

shared about children's activities. There is also a parents' notice board, but it is very crowded and appears disorganised. As a result, parents do not look at it and, therefore, could miss important information about the club. Partnerships with the school are very strong and effective. As a result, children develop confidence and are well supported both in the club and as they move classes and prepare for the next stage in their learning. Visitors to the club, such as 'the animal man', effectively extend the learning opportunities for the children.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY344905
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	878273
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Brookside Kidz Club
<b>Date of previous inspection</b>	19/01/2010
<b>Telephone number</b>	01513 382 052

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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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Piccadilly Gate  
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