

# Kool Kidz Out of School Club

St Maxentius C of E School, New Heys Way, BOLTON, BL2 4AE

## Inspection date

04/03/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The management team and staff have an outstanding knowledge of the Early Years Foundation Stage and an excellent understanding of how children learn best through play. Activities are rich and varied, using quality resources which enthuse and engage children in learning. Children make excellent progress towards the early learning goals.
- Leadership and management are inspiring. The management have a clear vision of how they would like to make further improvements to the setting. Self-evaluative practice is firmly embedded in practice which maintains a consistently high standard in practice.
- All staff have an excellent knowledge of safeguarding procedures and the action to take if they have any concerns about children's welfare. As a consequence, children are extremely well cared for in the setting.
- Staff have outstanding partnerships in place with parents and other professionals. Information is shared extremely regularly. Secure caring attachments are evident between children and staff who know children's needs very well. As a consequence, children are independent and active learners, exhibiting very high levels of self-esteem.
- The environment is highly stimulating, providing enriching learning opportunities through a varied range of continuous provision areas. Children initiate their own play, share resources and play cooperatively with their peers.

## **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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the manager and registered person throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation and improvement plans.

## **Inspector**

Elisia Lee

## Full report

### Information about the setting

Kool Kidz Out of School Club was registered in 2012 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It operates from rooms within St. Maxentius C of E School in the Bradshaw area of Bolton. Children have access to a secure enclosed outdoor play area. The club is one of two settings owned by an individual owner. The club serves children who attend the host school. The club employs four members of childcare staff. Of these, one holds appropriate early years qualifications at level 5 and three hold appropriate early years qualifications at level 3. The club operates five days a week, term time only. Sessions are from 7.30am to 9am and from 3.30pm to 6pm. Children are able to attend for a variety of sessions. There are 90 children on roll attending for a variety of sessions, of whom 10 are in the early years age group. The club supports children with special educational needs and/or disabilities.

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

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

- consider developing further opportunities for children to build their already excellent levels of early writing and mark making. For example, by further enhancing the outdoor area so children have consistent opportunities to explore mark making in the outdoors.

## Inspection judgements

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

Staff have an outstanding knowledge of the Early Years Foundation Stage and provide targeted activities which inspire children and engage them in learning. Educational programmes cover the seven areas of learning and offer rich, varied and imaginative learning opportunities. As a result, children gain the inner confidence and necessary skills in readiness for school. Ongoing observations are undertaken on children as they play, which clearly identify children's developmental stage. Staff use this information to plan activities which motivate children and support children's individual needs. Planning is based on children's interests and developmental needs and offers stage appropriate challenges for children. Assessment is exemplary. Children are involved in weekly planning meetings with staff which allows them to identify resources and activities they would like to experience the following week. As a result, children are fully immersed in learning as activities support their own interests. For example, children find a worm outside and become excited as they place the worm in a magnifying viewing box. Children discuss how worms survive and what they eat. This evolves into children using computers and searching the internet to identify amazing facts about worms. Children relish this opportunity and are fully engaged in learning about the wider world through the outdoors

and using information and communication technology. Staff ensure that activities are differentiated and provide challenges which are age appropriate. As a result, children make excellent progress.

Teaching and learning is excellent. Children are extremely well supported by knowledgeable staff who understand the Early Years Foundation Stage. For example, children take part in an activity to make a bird feeder using bird seed and lard. Staff discuss the changing properties of lard when it is heated from a solid to a liquid. Children independently join in the discussion and think of the names of other liquids they are familiar with. Staff prompt discussion and pose questions to children which support children's critical thinking skills. Staff initiate learning through play. For example, children use paints to mix their own colours and staff ask 'Which colour would we get if we mixed blue and yellow together?' and 'What would happen if we added a bit of white paint?' Staff are enthusiastic practitioners and ensure that all areas of learning are supported. For example, staff support younger children to make an alphabet jigsaw. Staff ask children to identify initial letters, blend different letters together and think of other words that begin with the same letter. Children have access to a wealth of puzzles and games which support number, phonics, matching, classifying and problem solving. Early literacy skills are supported through play. For example, children play with instruments in a designated area and read keywords which explain how to play each instrument, such as, bang, shake and blow. In addition, writing opportunities are incorporated into each area of learning. For example, children write their names on a clipboard in each area so they know how many children are using the area at any specific time. Staff verbally interact with children throughout all times of the session, asking questions, posing tasks and providing challenge for children. This promotes early language skills and sustained thinking.

Partnerships with parents are strong and staff highly value parent contributions to children's learning. As a result, the support given to children is significantly enhanced. Parents are involved in baseline assessments when children first start at the setting and contribute to children's development files through undertaking observations at home. In addition, parents support children in learning initiatives that are inspire. For example, every month children become reporters as they write their own newspaper called the 'Newshound newspaper'. Part of this involves interviewing parents and recording their views on different topics, as well as interviewing staff from the host school. This is an excellent way of promoting team work and partnership working between children and adults. Communication methods between the setting and parents are very good and information is regularly exchanged. Parents are involved in extending learning at home. For example, children take it in turns to take home 'Chicco' the toy dog each Friday afternoon. This involves children taking home Chicco and compiling a diary about where he has visited over the weekend. Children are extremely enthusiastic about this involvement and enjoy reading out the diary to their peers each week. Parents are extremely complimentary about the setting. For example, they comment 'I would not consider sending my child anywhere else. It's just fantastic' and 'I cannot think of one thing that I would change about the club, it's amazing!'

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

A highly effective key person system is in place. Children are observed when they first start at the setting to see which member of staff they naturally gravitate towards. This is effective as children build secure attachments with adults of their choice. Parents are welcomed into the setting at any time which means that children, parents and staff are able to develop meaningful relationships which support children's needs. Documentation is in place to support children as they settle in. For example, parents complete an 'All about me' document which is updated regularly so staff are aware of children's changing interests and a welcome pack is in place. Staff are positive role models and interact with children at their level. For example, staff play on the games station with older children as children show them how to complete different levels while supporting younger children using small world play. Staff are enthusiastic and genuinely enjoy spending time with children and joining in with their play. Staff are caring towards children and nurture their needs well. For example, staff role model how to use resources so children build their independence and confidence. Children display exemplary behaviour. For example, older children support younger children, share resources and take turns. Positive behaviour is encouraged through role modelling, setting expectations, consistent praise and by using visual reward systems.

Highly effective risk management is in place. Staff undertake risk assessments and daily safety sweeps to identify and minimise hazards for children. This is particularly important as the setting shares the hall with the school and other community groups. Staff undertake opening and closing checks every day to ensure the environment is safe and fit for purpose. For example, staff ensure that stairs are safely stacked, that the outdoor area is free from hazards and that outdoor gates are locked to provide security to children as they play. Staff follow procedures which support safety. For example, a visitor's book is in use, visitors are asked to wear badges, staff ensure that they open the door to all parents and ask that unknown adults who maybe collecting children in an emergency are introduced to staff beforehand. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building and discussions about risk assessment. For example, staff talk with older children about the potential hazards of using social networking sites on the internet. Children's independence is supported. For example, children are encouraged to access quality resources, initiate their own play, serve their own snack and contribute to weekly planning meetings.

Children learn about healthy lifestyles through daily access to the outdoor area which supports children's physical development. Areas of learning are well supported outdoors. For example, children use balancing beams, play football, use skateboards and access sand and water. In addition, children have the opportunity to use designated resources such as the 'circus bag' which promotes balancing skills, the games console to take part in dance tournaments and playing team games using a parachute. However, there is scope to extend children's already high level of mark making and writing skills, for example, by enhancing the outdoor area so children can explore mark making on a larger scale. Children have access to a range of healthy snacks at each session. These are planned to incorporate children's likes and dietary requirements. For example, children enjoy breadsticks and fresh dips with ham wraps and assorted vegetable sticks. Supportive transitions are in place for children. Staff share information with teachers which ensures that children are well prepared for change. Learning complements activities delivered in

school as staff and teachers work so well together. For example, staff have recently liaised on offering a 'Superhero' day. These strategies help children prepare for change and readiness for school.

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

Staff have an excellent understanding of effective safeguarding practice and procedures. Staff are fully aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Staff attend regular safeguarding training and liaise with other professionals if they have a concern to ensure that children are suitably protected. Staff supervise children extremely well, and consequently, children are suitably protected. For example, the setting keeps thorough records of accidents, medication and attendance, which helps staff to protect children and promote their welfare. In addition, children take part in regular emergency evacuations which allows them to understand the importance of safety and risk management. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the group. Staff are further supported through peer observations, on the spot mentoring, appraisals and supervisions.

Staff have a highly comprehensive knowledge of how to support children in their learning and development. They role model how to use the resources, play with children at their level, provide a running commentary, pose challenges and discuss prior learning with older children, which supports children's critical thinking skills. Each part of the session is extremely well planned to support learning. For example, as children enter the session a register is taken and children complete a weather chart with the weather and day of the week. Then as children are being collected, staff revisit learning and pose questions to children to ascertain their understanding. Staff are extremely skilful practitioners who motivate and enthuse children through innovative activities. The staff team work exceptionally well together and use strategies to improve their practice continually. For example, staff reflect on the resources they have set out each day and complete peer observations on one another in order to share good practice. The manager monitors practice and children's developmental files on a regular basis. This allows staff to identify where targeted support may be needed to enhance children's learning experience. Staff training needs are discussed at appraisals and supervisions. Recently, staff have attended training on supporting children with special educational needs, early intervention and positive behaviour strategies. As a result, learning outcomes for children are significantly enhanced.

Self-evaluative practice is firmly embedded in routines and staff practice. The setting has to pack away all resources after each session, as the hall is used by school and other groups. Staff relish this challenge and consider this highly positive as they can change the environment on a daily basis to suit children's interests and needs. Robust documentation is in place to support reflective thinking. For example, peer observations, questionnaires, action plans, contingency planning and a range of audits. These provide a targeted

approach to identifying areas of strength and weakness in order to improve practice further. There are superb partnerships in place. For example, the setting works extremely well with staff from the onsite school, sharing information on planning, children's assessment and focused activities in order to support children's needs. The manager attends leadership and management network meetings and promotes excellent practice by encouraging staff to visit other settings. Proactive partnerships are in place with parents. This shows that staff are fully committed in forming purposeful partnerships to enhance all aspects of children's individual needs. As a result, children are extremely confident and self-assured.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY468500
<b>Local authority</b>	Bolton
<b>Inspection number</b>	935177
<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>	32
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Kool Kidz Out of School Club Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07534432399

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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  
Store St  
Manchester  
M1 2WD

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