

Kool Kids Out of School Club

Blackshaw Primary School, Bideford Drive, BOLTON, BL2 6TE

Inspection date

Previous inspection date

11/03/2014

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

- Safety and security of children is of the utmost priority at all times. In addition, there are many strategies in place which successfully help children to manage their behaviour and enhance their social skills.
- Staff, managers and the owners have an outstanding knowledge of how to provide exciting activities and a dynamic learning environment, which provides exemplary support for children's progress through play in all areas of learning.
- The needs, views, interests and preferences of children are integral to the staff's planning for their play and learning, and this means that children are highly motivated to learn, and excellent support is provided for children's progress.
- Partnership working with the host school and other agencies regarding children's interests, progress and well-being is outstanding. Parents are kept highly informed about their children's well-being and progress with a wealth of opportunities to become involved in contributing to this.
- The owners continually strive to enhance their exceptional provision for children's care outside school hours by obtaining views from all associated with it, including children. They have excellent systems in place to support staff to continually enhance their practice as part of this process.

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 toured the rooms used by the after school club.
- The inspector observed activities in all rooms and also viewed toys, resources and equipment.
- Documents related to planning and observation of children's learning, as well as for supporting their welfare, were examined on the day of the inspection.
- Discussions were held with the manager and owners of the provision and the host school headteacher and the inspector also spoke to members of staff when appropriate.
- A joint observation was carried out by the inspector and one of the owners of a member of staff.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Kool Kids Out of School Club re-registered in 2013 and is one of two settings operated by a family-owned limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated in Blackshaw Primary School in Bolton, Lancashire. It has use of the school hall, a computer room, the early years unit and the 'rainbow room'. Enclosed outdoor play areas are available for children. The club provides childcare for children aged from two years, each weekday, all year round apart from bank holidays and one week during the Christmas school holiday. The breakfast and after school club serves the host school and operates Monday to Friday from 7.30am to 9am and from 3.30pm to 6pm during term times. The holiday club is accessible to all children and operates each week day from 7.30am to 6pm during school holidays. Children attend for a variety of sessions. There are five members of staff and of these, three hold a qualification at level 3 in early years. One of the owners works within the club and has an early years foundation degree. The club has 106 children on roll of whom 26 are in the early years age range. The club supports a very small number of children with special educational needs and/or disabilities. It receives support from the local authority and is a member of the Out of School Alliance.

What the setting needs to do to improve further

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

- enhance the ways in which staff contribute to their personal evaluation process, for example, by exploring the use of ongoing personal reflective diaries or anonymous evaluations in a whole staff diary.

Inspection judgements

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

The club makes highly-detailed plans for each child that cover all seven areas of learning of the Early Years Foundation Stage. This is monitored regularly to ensure that the depth and breadth of activities is precisely matched to children's needs. Observations are meticulous and assessments are made as a result, which are shared with foundation stage staff in the school and are included in their school foundation stage learning journeys. The club ensures that children's individual next steps planned by their foundation stage teachers are also included in their club learning journeys. This is so that key persons can work on these with children and share relevant observations with their key person in school. Continuity of learning through excellent partnership working with the host school is a strength of the out of school club and parents praise the club warmly for 'enriching their child's education'. The club planning also makes use of themes and activities, which are requested by children, as well as any national events that take place. Any themes for learning covered in school are also incorporated into the planning, such as when children

learn about ancient Egypt, staff plan activities to make model pyramids and for children to make marks in the style of hieroglyphics. The club supports children's learning about diversity in the community by teaching them how other cultures and religions celebrate festivals and also by having a wide range of resources accessible to children that reflect the diversity of families that use the provision. Parents receive reports about their children's progress in learning at monthly to six-weekly periods, depending on how frequently their children attend. They are encouraged to contribute their observations and thoughts about this to their children's learning journey, as well as any activities that they would like to see, including ones their child has enjoyed at home. The club makes excellent use of activities as rewards such as 'take home' toys with diaries to enable parents to directly engage with children's learning activities by helping them to contribute photographs, drawings and captions to the book. This supports children's enjoyment of literacy for both reading and writing. Parents therefore have a wealth of ways to engage with their children's progress through the club. Overall, the club provides an outstanding complementary experience to children's school education. For example, children together produce and print a weekly 'newspaper' for the club, which includes interviews with club and school staff. This supports children's development in literacy and also enhances their self-confidence by encouraging them to ask questions of others.

Staff provide a range of activities each session that cover all areas of learning of the Early Years Foundation Stage. This is in order to meet children's interests and also to use these to help children engage with those they play with less. This helps to provide a balanced educational programme, especially as the club offers a mixture of adult-led and freely chosen activities. Staff ensure that they observe for the behaviour that demonstrate that children are learning, such as how they concentrate on activities and whether they are able to try new ones. This enables them to better support children's learning through interaction. For example, when children approaches the table where staff have set up an activity for children to investigate which materials stick to magnets, staff encourage them to test objects such as the musical instruments, which are a particular interest. This is to sustain their play with the activity beyond the investigation of the resources at the table, and helps them to gain more learning from their choice of activity. They ask children questions about activities that encourages logical thought and answers in full sentences, which supports children's development of language and communication. For example, staff ask children why plastic discs appear to be sticking to the magnet and encourage children to look carefully to find the fine metal rim on them that is causing the disc to appear magnetic. This helps children to learn more about the world around them and supports their early science education.

Spaces are provided for children to quietly watch television, and to complete homework on computers or through written work. Resources for role play, construction, making music and artwork are freely available, along with weekly provision of gaming consoles, which help children to learn turn-taking skills. Imaginative play is exceptionally well-supported with a wealth of dressing up clothes and the provision of resources, such as equipment for practising circus skills, like using a diabolo or juggling. This develops children's hand-eye co-ordination as well as stimulating their creativity. Outdoors, children play absorbedly with the mud kitchen. Staff encourage them in their imaginative play, making cakes when children use cake tins and offer staff 'muffins'. Staff immediately provide additional resources such as magnifying glasses and a microscope when children find worms and

other tiny creatures when digging, in order for them to learn more about the natural world by sustaining the activity. The superb range of resources combined with the staff's ability to plan their use, as well as introduce them for children's 'on the spot' learning, supports the outstanding provision for play and learning.

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

The club operates a key person system to provide continuity of support for children's emotional well-being. In order to support exchange of information, key persons speak to parents about children's welfare and activities when children are collected. Staff ensure that they draw parents' attention at handover times to any accident reports or notes about well-being from school that children bring with them after school, to keep them fully informed. Daily information exchange between the host school and the club is exceptionally thorough to support children's well-being. Children's security is of the highest priority with measures such as a buzzer to alert staff to parents arriving to collect children. There is a password system to ensure that any other adults collecting children in an emergency are authorised to do so. The club makes outstanding use of visitors, such as officers from the fire brigade, to speak to children about how to stay safe. Children's behaviour is excellent because the club uses a reward scheme to reinforce the use of good manners and social skills. For example, children earn raffle tickets or points to have a chance to win small prizes, such as preferred activities, for the following week. This is for both individual children and for the four teams that they are divided into. As a result children learn about individual success and also how to make a contribution to teamwork. The club seeks highly comprehensive information from parents prior to children joining in order to support children's well-being. Parents give permission regarding a wide range of matters, including for the club to share information about children with the host school. This helps to protect confidentiality in a way that suits the needs of children and their families. Children new to the club are observed closely in order to meet their need for adult support while they settle in. Reports are sent weekly to parents during these times. This helps parents to reassure their children by being well-informed themselves about their children's time spent at the club.

A key strength of the club is its use of routines to support children's sense of security. For example, when children arrive in the hall each day for registration, they sing as a group and then in turn select which room they are going to begin their play in by putting their name next to the room name. This means that they can choose their own activities and their key persons are aware of where they will be initially in order to support their play and well-being. The use of group activities at all sessions supports children learning how to take turns and listen to others respectfully. The club provides excellent opportunities for children to take on individual responsibilities such as helping to prepare snacks or to make sure that no other child is left without someone to play with outside. This helps them to develop an awareness of others and their needs, as well as how rewarding it can be to help them. Meal and snack times are used to develop children's self-help skills as they serve themselves and also clear away afterwards. Children have ready access to 'request slips' to ask for activities to be repeated when they are next attending the club or to request for new ones they have thought of. This means that children have a strong voice in the provision of activities to help them relax and enjoy themselves, whilst developing

social, physical and communication skills. Toys and resources are highly accessible to children and the huge selection available supports all areas of learning. As a result, children can make choices in their own play and develop their own ideas. The club provides excellent opportunities for children to enjoy outdoor play and exercise by having a very wide range of equipment including scooters and other wheeled toys. This enables children to develop their whole body co-ordination. The club also encourages children in the holiday provision to bring their own scooters or bikes from home in order to further motivate them to play outside and exercise. There are checks made to the outdoor areas before children use them to support their safety. For example, the gates leading from the premises are locked to prevent unauthorised access to children playing outside or prevent children from leaving unsupervised. Toys are also made available in the large school hall to further support children's development of balance and co-ordination.

Staff plan learning experiences to help children develop an understanding of the foods that constitute a healthy diet. As a result, children can talk confidently about some foods which are nutritious and ones like sweets that should be treats. The club also makes use of the host school's allotment area to grow vegetables and children tend, pick and prepare these for snacks. This provides additional learning experiences about where some foods come from and which of these contribute to a nutritious diet. Children can choose this activity, as the club runs 'mini clubs' within the sessions and children receive certificates for participating in longer term activities such as tending the allotment. This helps children to understand that persistence is a valuable skill. Drinking water and fruit are available at all times for children to meet their own needs for snacks, in addition to the other healthy options offered in each session. The club maintains up to date records regarding children's dietary needs in order to support their good health, after the initial gathering of information when they join. Children with special educational needs and/or disabilities are very well supported with highly detailed individual care plans. In addition, the club staff liaise directly with other professionals involved with children whenever needed, such as in order to make sure they have the correct equipment and that staff can use it safely. Care is taken to ensure that children are always in the presence of at least one paediatric first-aid trained member of staff, on and off the premises, and that a first aid kit is always available. Consequently, any first aid emergencies can be dealt with correctly in order to protect children's well-being. All staff are required to undertake first aid training as part of their professional development in order to enhance the level of support available in the event of any accidents.

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

Safeguarding is highly effective due to staff receiving externally delivered training and the club having exceptionally comprehensive policies and procedures to protect children's well-being. All documentation to support children's welfare is meticulously complete and meets statutory requirements in order to support the safe and effective running of the club. There are highly robust risk assessments for the premises and all activities so that children can safely participate in activities on and off the premises during both holiday and term-times. Rigorous daily checks are made of the premises to ensure that they are safe and fit for purpose. Correct staff ratios or better are maintained at all times, to enhance the

support for children's care and learning.

Recruitment procedures are highly robust in order to ensure that staff are suitable to care for children and are enthusiastic in their work. New staff are supported by exceptionally thorough induction procedures and this means that children's well-being and progress is protected because staff are aware of the very high standards of practice expected from them at the outset. Unqualified staff are required to work for relevant qualifications in childcare, as professional development is expected of them, in order to better support children's care and learning. Meetings, training sessions and staff visits between the two clubs in the company provide opportunities for practice to be shared in order to continually enhance the provision. As a result, the club continues to offer a superb range of activities and exceptional quality of care. The owners organise a highly-comprehensive system of peer observations in order for staff to receive feedback from others and use this to further enhance their practice. For example, targets are agreed monthly in order to help staff continually maintain outstanding practice. There is scope to enhance this further by exploring other way for staff to be involved in self-reflection and evaluation. Rigorous monitoring is in place for the record-keeping regarding planning, observation and assessment for individual children's learning so that this is highly effective in supporting their progress. Staff demonstrate a very robust knowledge and understanding of the needs of children in their key groups in order to support their progress. Partnership with the host school is exceptionally close, due to an organised schedule for regular opportunities to exchange information about children's progress with the early years foundation stage teachers as well as any daily discussion needed. Consequently, both settings work very effectively to support children's learning and well-being through children participating in activities that are highly complementary to their learning in school.

Self-evaluation is highly purposeful and covers all areas of practice, using the Ofsted self-evaluation tool. Staff are encouraged to make contributions to this through meetings and during their individual performance management as well as through anonymous means, such as questionnaires. Parents are asked for their views regularly using a variety of means in order to ensure that the club meets the needs of children and the childcare requirements of families. Children's views are always given a very high priority and most of the activities offered each day are as a result of ascertaining their preferences and views, as well as considering their observed needs. Overall, the leadership and management of the club is outstandingly well organised and dynamic in the way it continually seeks to enhance the quality of provision.

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	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

Unique reference number	EY468477
Local authority	Bolton
Inspection number	938319
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	106
Name of provider	Kool Kidz Out of School Club Ltd
Date of previous inspection	not applicable
Telephone number	07908803494

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

