

# Booker Out of Hours Kids' Club

Booker Avenue Junior School, Booker Avenue, Liverpool, Merseyside, L18 9SB

<b>Inspection date</b>	30/06/2014
Previous inspection date	29/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1

## The quality and standards of the early years provision

### This provision is good

- Children enjoy a varied range of interesting and age-appropriate activities and experiences that complements their learning in school. As a result, they make good progress in their learning and development in fun and exciting ways.
- Staff give a very high priority to children's safety this is because staff are constantly vigilant, which keeps children extremely safe.
- Staff are very caring and attentive to the children and get to know them well as individuals in order to consistently meet their needs. As a result, children are happy, confident and emotionally prepared for their future learning.
- The manager and staff team work extremely well together to monitor the effectiveness of the service; this helps them to identify areas for improvement that enhance the outcomes for children.

### It is not yet outstanding because

- Although there are clear systems in place to monitor the progress of all children in the club, less emphasis is placed on identifying progress across the different groups of children who attend.

## 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 setting.
- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector viewed the policies and procedures.
- The inspector looked at the children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's evidence of self-evaluation and improvement plan.
- The inspector took account the of the views of parents spoken to on the day.

## Inspector

Deborah Magee

## Full report

### Information about the setting

Booker Out of Hours Kids' Club opened in 2000 and is privately owned. The company operates six out of school clubs in Liverpool. The club operates from the infant school hall of Booker Avenue School and the children also have access to the junior school yard. The club serves children who attend the school and the immediate locality. The setting opens five days a week from 8am until 9am and again from 3.15pm until 5.45pm during school term time only. Children attend for a variety of sessions. There are currently six children in the early years age range on roll. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently seven staff working directly with the children, all of whom have an appropriate early years or playwork qualifications. Two members of the staff have appropriate qualifications at level 6. Five members of staff have qualifications at level 3 and one at level 2. The club receives support from the local authority and is a member of the 4Children network. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- enhance the already strong practice with regards to children who speak English as an additional language, for example, by providing dual language books.

## Inspection judgements

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

Staff interact exceptionally well with all the children and show a genuine interest in what they have been doing at school. For example, staff enthusiastically invite children to join in activities and engage them in friendly conversations and group discussions. This helps children to develop a sense of belonging and consolidate their communication and language skills. Staff provide a relaxed, play-based learning environment, which helps support children to learn through their play and promotes all areas of their development. Children have ample opportunities during the session to freely choose what they want to do. The range of equipment available covers all the areas of learning, and children's next steps are used to plan further activities to extend their learning. Staff know the children very well through a systematic approach to observing them as they play. They monitor children's learning to ensure that they continue to make good progress in their development while attending the club. Children are cooperative and thoughtful towards each another. The older children help the younger ones get settled on arrival at the club. Children enjoy physical play and develop skills of working as a group. For example, they enjoy team games, such as rounders, and parachute games, which they play on the school yard. Children are acquiring the skills, attitudes and dispositions they need to be

ready for the next stage of learning because staff skilfully support development through providing a wide range of activities that have depth and breadth across the areas of learning for children to engage in.

Staff establish what children are interested in by talking to them directly, they plan and provide additional resources to meet these interests. For example, the staff respond to children's interest in creating bracelets by providing bands, beads and jewellery, which are then used to engage children with spelling their own name. Therefore, children have their learning needs met effectively through interesting activities. Children who have special education needs and/or disabilities are supported effectively as parents are encouraged to share relevant information, on enrolment, with the club staff by completing all about me forms for their children. The staff team work closely with parents to ensure children's needs are consistently met. Children who speak English as an additional language are supported by staff through interaction, encouragement and support from the key worker to develop their spoken English, while reasonable efforts are made to encourage use of their home language in the club. As a result, all children make rapid progress because they feel valued and supported.

Partnerships with parents are good. Staff take the time to meet and greet parents at collection times, using their name whenever possible. As a result, parents feel valued and have a chance to chat to staff to find out what the children are doing at the club and to share information about what the children do at home. Parents are also actively involved in suggesting ideas and contributing their thoughts about the running of the club through questionnaires. These contribute to the review process. Parents spoken to during the inspection are very complimentary about the running of the club and the staff's professionalism. They say that their children are happy attending the club and they take part in interesting and stimulating activities and events.

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

Children's safety and well-being are effectively promoted during their play and through practical daily routines. Children are actively encouraged to consider hazards during their play and they are made aware of consequences that their actions. They also learn the importance of keeping themselves safe from harm. Children help create the club rules which are simple but effective. The rules clearly focus on positive aspects of behaviour. Staff are good role models and they demonstrate clear expectations for children's behaviour. They use positive strategies to promote good behaviour and encourage good relationships between all the children by helping them to cooperate with each other. As a result, children receive clear and consistent messages and work well together.

The club provides a relaxed environment where children enjoy spending time with their friends after their school day, children enjoy creating jewellery, playing games and chatting to their friends. The early years children mix with the older throughout the session and children show that they are happy and confident. They listen intently as the manager requests silence for registration. Any news from staff or other children is considered respectfully and children discuss their experiences confidently. Children demonstrate secure attachments with all staff members who they approach for help, staff

consistently engage with activities. They enthusiastically play ball games, create art work and play on the electronic games console with the children. This effectively promotes children's emotional well-being and also helps to develop strong relationships with their peers and staff, as all are actively engaged in fun activities while effectively supporting children's learning. Children are very supportive of each other. Everyday practices, such as, putting their coat in the makeshift cloakroom area and eating together at snack time, mirror those they experience in school. Secure relationships with parents and the school ensure that detailed information about children's care is shared so that continuity is maintained. Staff speak to the teachers when they collect the children from their classrooms, identifying what children are working on in school, so that this can be extended and supported in the club. For example, staff routinely request information from teachers regarding learning that has engaged children or areas they feel children need support with. This is then used to plan relevant activities for the children.

Children access outdoor activities that promote their physical development. They run, climb, play ball games and create dance routines on the school yard. Staff are enthusiastic and actively participate in children's play. As a result, children settle quickly after arriving from school and are eager to join in the activities available to them. Children are provided with healthy snacks and staff discuss healthy food choices, consequently, children are aware of the importance of healthy eating. Children are actively involved in serving the snack, with older children helping young children. This fully supports their growing independence. Staff make the most of opportunities, such as snack-time, to extend children's social skills. Staff and children eat snack together and engage in discussions and interesting conversations. As a result, children build up good relationships with the staff and young children form very secure attachments to their key worker. Children know the routine of the session. They are fully aware that they need to wash their hands before eating and line up to be taken to the toilets. Therefore, they are encouraged to develop good hygiene routines, this contributes to them developing a good understanding of how to stay healthy.

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

The management and staff team have robust systems in place to protect all of the children in their care. All staff have an up-to-date knowledge of the safeguarding and understand the local child protection procedures. They know who to contact should they have any concerns about any children. All staff are suitably vetted and checked to ensure their suitability to work with children and young people. Robust recruitment procedures have led to the employment of a range of staff who offer a variety of expertise. Staff are given an excellent induction to guide them through the extensive policies and procedures, which results in them having a highly effective understanding of how to work within the setting safely. The nominated person and manager have an ongoing commitment for checking the continued suitability of all staff; qualifications are checked and staff raise any issues through regular meetings. For example, efficient supervision and appraisals are conducted regularly throughout the year, in which staff are encouraged to indicate any training requirements. Written policies and procedures are effective, up-to-date and extremely comprehensive. The excellent organisation of the setting means that the

safeguarding and welfare requirements of the Early Years Foundation Stage are understood and met by all staff. All staff have high levels of expertise in various areas and these skills are put to excellent use when updating policies and procedures, as all staff are encouraged to actively participate in the procedure. Therefore, staff have excellent knowledge of the operational documents and all staff implement procedures consistently. For example, staff have a uniform approach to managing behaviour within the setting, as a result, children's behaviour is exemplary. Children are involved in creating their club rules which, are prominently displayed. These are simple and focus on positive behaviour, such as 'kind hands' and 'nice words'. Staff calmly refer these rules to effectively manage rare incidents of unwanted behaviour. Children respond well as they respect the rules that are in place to benefit all children. Medical needs and accidents are managed well through clear record keeping and staff training. The environment is very safe and secure and promotes children's good health through written daily risk assessments. Staff work extremely hard to ensure the safety of the children while outside. The school has a policy in which the main gate remains unlocked. The risk of somebody entering the premises has been identified by parents and staff. In order to minimise the risk, the manager has implemented a system in which children do not have access to specific parts of the yard. A member of staff is always located between the children and the open gate. Children are aware of the areas where they are allowed to play and the reasons why and as a result, children effectively manage risks in their own play and ensure their own safety. Staff help children to learn to keep safe during the session through fantastic support, advice and the provision of age appropriate, high quality resources. The attendance of children, staff and visitors is recorded, and children are only released to authorised adults. Children feel safe and secure because staff are appropriately deployed within the setting.

The highly trained staff have an excellent understanding of the learning and development requirements for the Early Years Foundation Stage. Staff monitor the planning for the educational programmes to ensure that children continue to make consistently good progress and that the range of experiences provided continue to meet the children's emerging needs and interests. Staff know the children extremely well and work very closely with parents to ensure the next steps in children's learning are supported through the activities provided. For example, through discussions with parents, children's interests in popular television characters were noted. Staff effectively use this information to engage children with craft and storytelling activities that are planned to enhance development and prepare children for the next stage in their learning. Partnerships with parents are very good. Staff share information of children's progress during the session and relay any information about children's experience in school, this establishes continuity in children's learning.

Staff are committed to continual improvement through self-evaluation and the review of the service they provide. They ask for the views of children through discussions and conversations in group activities. Children's desire for a place to read or complete homework was acted on with the creation of a comfortable quiet area. Parents' views are obtained through the completion of questionnaires. This information enables staff to discuss and identify areas for continual improvement in staff meetings. Each day staff meet for a briefing and the manager allocates time within each session when she is available for staff to discuss any issues, so staff are supported extremely effectively. Performance management is led by the nominated person and manager through regular

supervision, appraisal and staff meetings. This identifies staff's strengths and areas for development. The overall manager of the company is a qualified trainer who attends many training events and routinely briefs staff of any relevant developments. As a result, staff access a variety of training opportunities, which has a positive impact on the care offered to children. All staff have been trained in effective observations of learning and using information to plan for children's next steps. This impacts on children's learning as a personalised approach is established in providing activities that children are interested in and that effectively address observed learning needs. As a result, children make rapid progress. In addition, staff access training individually so all have an up-to-date knowledge of safeguarding and first aid. Staff understand the importance of working closely with external agencies to secure early intervention for those children who require additional help and support. Staff act on advice from speech and language therapists, teachers and physiotherapists in order provide the best possible experiences for all children. Therefore, children's needs are effectively met and they continue to progress to their full potential.

### **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

<b>Unique reference number</b>	322447
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	872148
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Out of Hours Kids Club Ltd
<b>Date of previous inspection</b>	29/09/2009
<b>Telephone number</b>	07932 155 097

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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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