

# Speke Kids Club

All Saints Vicarage, Speke Church Road, LIVERPOOL, L24 3TA

<b>Inspection date</b>	04/12/2014
Previous inspection date	16/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Staff enthusiastically join in with children's play, providing good opportunities for children to interact and develop their social skills. As a result, children develop positive attitudes towards learning through play.
- Staff create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the club.
- Staff gather sufficient information from parents before children start at the club to help support their well-being. As a result, staff are able to use this information from home to help enhance the initial planning of activities.
- Management and staff have a good understanding of how to effectively safeguard children. As a result, children's safety and well-being is effectively promoted.
- Management and staff are committed to improving the quality of the club. This means that the club is continually moving forward and improving the service it provides for children and parents.

### It is not yet outstanding because

- Information sharing between school and club staff does not always include full details about children's learning to complement the useful information that is already shared and promote continuity for children.

## **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 throughout the club in both indoor and outdoor spaces.
- The inspector observed children in their play together and their interactions with staff.
- The inspector looked at children's records, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's self-evaluation and priorities for improvement.
- The inspector took account of parents' and carers' views spoken to on the day.

## **Inspector**

Kellie Lever

## Full report

### Information about the setting

Speke Kids Club was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by an individual and operates from All Saints vicarage hall in Speke in Liverpool. Children are cared for in the main room and they have access to a secure outdoor play area. The after school club accommodates children from four local schools. When it is open, the holiday club offers provision to the wider community. The Kids Club is open Monday to Friday from 7.30am to 9am and 3.15pm to 6pm during term time and from 7.30am to 6pm during school holidays. The club currently employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. There are currently 20 children attending, of whom three are within the early years age range.

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

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

- strengthen the existing good partnerships between the school and club, through more consistent information sharing regarding children's school and club activities and experiences, to enhance children's progress further still.

## Inspection judgements

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

Staff provide a good variety of activities and resources, to meet the age range of children attending the club. This enables children to decide whether to join in group activities, play with their friends, be active or simply relax at the end of their school day. As a result, children are happy and make choices appropriate to their daily individual needs. Staff enthusiastically join in with children's play, providing good opportunities for children to interact and develop their social skills, while also modelling positive behaviour. As a result, children's involvement levels are high; they develop positive attitudes towards learning through play and continue to develop the skills that they need for the future.

Staff place a strong emphasis on the importance of extending children's communication and language skills. This supports children well as they move forward in their learning at school. For example, when playing with dough, children exchange and share ideas with staff as they express their creativity together. Staff are skilled at extending children's play and engaging them in conversations while they play to encourage their critical thinking language skills. For example, they use good questioning skills by asking children to recall things they have made previously, such as 'Can you remember when?' and 'How did we make that?' Children enjoy using their number skills as they play board games. Children count the numbers on the dice and devise strategies, as they aim to win. This is extended further by staff using mathematical language throughout the session. For example, staff

explain what double means and who came first and second. Outside, older children organise games, such as football, while staff support younger children as they negotiate how to kick the ball. As a result, children grow in confidence and they develop their physical skills.

Staff have good relationships with parents. This means that information sharing is consistent and creates a link between the club and home. Staff gather sufficient information before children start at the club to help support their learning through play. As a result, staff are able to use this information from home to help enhance the initial planning of activities. Staff provide parents with daily feedback and details of the activities the children have enjoyed when they collect their children. Consequently, individual children's needs are recognised and met well.

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

Children are comfortable and relaxed in this friendly club. They develop secure relationships with staff and positive friendships with others. This is because staff promote kindness and respect towards one another, enhancing children's emotional well-being. Children settle in smoothly, because the flexible settling-in process supports them when they first start to attend. This, alongside the initial information gained from parents about their likes and dislikes, enables each child's key person to provide activities they enjoy and to support their initial move into the club. As a result, children quickly develop secure relationships with staff. In addition, the small staff team also work co-operatively to ensure that they support all children at all times. Children of different age groups join in a wide variety of activities together and build strong friendships. For example, older children involve younger children in team activities and they support them with the rules of the game and with counting when other children run and hide. This provides good peer support and prepares children emotionally for their continued learning.

The club provides children with good quality, age-appropriate resources, in a safe environment where they can independently explore, investigate and have fun. Therefore, children make independent choices about the activities they participate in and show great enjoyment, as they play with their friends'. Children learn to behave well because staff are good role models and promote values, such as, sharing, turn taking and being kind to one another. Staff manage any unwanted behaviour effectively because they use appropriate strategies, such as thinking time, and encouraging children to talk through various situations, enabling them to reflect upon their own behaviour. Consequently, children learn about social expectations and are polite, well-mannered and develop positive friendships with others, enhancing their social skills and emotional well-being.

Snack times are relaxed, social occasions where children sit together around the table to enjoy their food and each other's company. Children develop good self-care and independence skills as they serve themselves at snack time. Staff encourage good manners and children politely share and pass the drinking jug to each other across the table. Children understand self-care routines and wash their hands before eating and after using the toilet and when they return from the outdoors. Staff are knowledgeable about children's dietary and medical needs, which they adhere to, in order to promote each

child's well-being appropriately. For example, children are reminded to take time to rest when they comment they feel out of breath and need their inhaler. Children have good access to outdoor play to help them to keep fit and enjoy the fresh air. They make their own wraps, choosing from a variety of healthy fillings, at snack time. These activities provide children with firm foundations for developing a healthy lifestyle. Staff have high regard for children's safety. They supervise children well, in both the inside and outside environment. Staff effectively teach children how to keep themselves and others safe. For example, children know that they must not cross the cones set out in the garden so that staff are aware of their whereabouts.

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

The manager and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements for the Early Years Foundation Stage. The manager is responsible for safeguarding within the club to help to keep children safe. A range of policies and procedures are in place, which are shared and understood by all staff. Staff attend safeguarding training to support them in their roles regarding the protection of children. New staff members learn about the safeguarding policies during a thorough induction programme. Managers and staff demonstrate a good understanding of the procedures to follow if they have concerns about a child. They also understand the procedures to follow if they have concerns about the behaviour of another member of staff. Suitability checks are carried out to ensure that staff are suitable to work with children and are fully aware of their roles and responsibilities. This combined with robust risk assessments and routine safety checks contribute significantly to children's safety and well-being.

The manager and the staff show a strong commitment to improving the quality of the club. Since the last inspection, the manager has received support from her local authority quality improvement officer. The manager and staff have been highly proactive in addressing all the actions raised. These include the effective deployment of staff trained in first-aid and methods of recording arrival and departure times of children's attendance both of which have been rigorously implemented. As a result, the children's welfare is now assured. Regular staff supervision sessions are carried out to enable staff to contribute ideas to further enhance the provision and identify their own professional development needs. Self-evaluation is in place and the manager identifies the club's strengths and areas for development. This ensures that the club is constantly evolving, to meet the changing needs of the children attending and to accommodate new ideas. For example, the manager has already identified and made appropriate steps to improve the lighting in the outdoor area. This is to ensure children can have even longer periods of time outdoors and ample opportunities to be physical and active at the club in the winter months. The manager takes into account the views of staff, children and parents who attend. Parents complete questionnaires and their feedback is evaluated, for example, parents request a more flexible attendance pattern for their children. As a result, the club continually moves forward in the service it provides for children and parents and good relationships are maintained.

Parents are very positive about the care their children receive because their children settle in well and benefit from the range of activities the club provides. Many of the parents have used the club for a number of years, which demonstrates the high regard which they have for the club and their high levels of satisfaction with the staff and the facilities. Effective partnerships have also been developed between the club and local schools. This enables information to be shared about children's welfare. There is scope, however, to strengthen the existing good partnerships between the school and club, through more frequent information sharing regarding children's school and club activities and achievements, to enhance children's progress further still.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY372213
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	984392
<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>	42
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Nicola Patricia Gaul
<b>Date of previous inspection</b>	16/07/2014
<b>Telephone number</b>	07709 327 203

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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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