

Halton Kids Club

The Centre at Halton, Low Road, Halton, LA2 6NB



Inspection date	27 January 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good and staff provide a broad range of interesting and challenging activities for children, which supports them to make good progress in their learning.
- Staff support children well to develop early language and communication skills and their physical, personal, social and emotional development. As a result, all children are motivated and enthusiastic learners.
- Partnerships with parents and other professionals are successful and ensure all children get the support they need. Staff encourage parents to be involved in all aspects of their child's development and continue learning at home.
- Children have good opportunities to make safe and independent choices. They learn to keep themselves and others safe. They behave well and are becoming increasingly responsible.
- The management team are reflective and drive improvement well. They demonstrate a strong commitment to promoting high-quality provision. Staff are qualified and have good knowledge of the Early Years Foundation Stage. They attend regular training, which has resulted in a positive impact on the learning experiences they offer for children.

It is not yet outstanding because:

- Occasionally, children's interest is not highly stimulated during group time activities.
- The performance management system is not yet rigorous enough to ensure that the good standard of teaching is raised even higher, so that children benefit from even more highly stimulating and motivating learning experiences.

What the setting needs to do to improve further

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

- review the organisation of group time activities, in order to ensure that children's interest is highly stimulated
- extend systems for performance management to promote even higher levels of quality of teaching, for example, by introducing peer-on-peer observations, so that children continually benefit from even more highly stimulating learning experiences.

Inspection activities

- The inspector observed activities in both the inside and outside learning environments.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector checked evidence of staff qualifications, evidence of their suitability to work with children and the provider's evidence of self-evaluation.

Inspector

Emma McKeown

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff know children well as they complete regular observations of their play. This enables staff to plan activities, which encourage children to develop their own ideas and interests. For example, children use their problem-solving skills to create complex buildings from construction blocks. However, sometimes during group time activities, children's interest is not always highly stimulated. Children are supported well in their communication skills as staff model effective use of language for thinking and questioning. They are very confident with their physical abilities and have a wide range of activities to develop these skills further and provide challenge. For example, children practise their ball skills and learn to balance on ride-on toys. Key persons have a clear understanding of children's next steps in their learning. Staff recognise the importance of working in partnership and keep parents well informed about their child's learning. Guidance from professionals involved with children who have special educational needs and/or disabilities, is used by key persons to inform their individual planning. This helps key persons ensure that all children make good progress given their starting points.

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

Children form secure attachments with their key person who demonstrate an excellent knowledge of them, their interests and routines. This supports children's well-being and in turn, has a positive impact on their learning. Staff are fully aware of the importance of meeting children's individual needs. This helps children to feel safe, secure and confident to explore. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. They behave in ways that are safe for themselves and others as they remind each other to take care on the ramp outside. Children's behaviour is good. Staff are good role models to children, frequently offering praise and calmly establishing expectations. Children are emotionally prepared for the next stage in their learning and development. This is because staff support them in making the move onto school when the time comes.

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

The management team demonstrate a secure knowledge of the learning and development requirements and how to keep children safe. Staff hold appropriate childcare qualifications and access training to further enhance their good practice. Effective partnerships between staff, parents and other professionals ensure that children's needs are quickly identified and met well. Systems are in place to monitor the effectiveness of the educational programmes through tracking children's progress. The management team are committed to improving outcomes for children. However, the management team have not yet fully maximised the systems for performance management. Staff do not frequently share their knowledge and expertise with each other, in order to build on their already good practice, so that children make the best possible progress.

Setting details

Unique reference number	EY454575
Local authority	Lancashire
Inspection number	915780
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	117
Name of provider	Halton Kids Club Limited
Date of previous inspection	Not applicable
Telephone number	01524811811

Halton Kids Club was registered in 2012. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with Early Years Professional status and two who hold Qualified Teacher Status. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 9am and 3pm until 5.45pm for the out of school club, and 9am until 12.30pm for the pre-school. The setting provides funded early education for three- and four-year-old children.

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