

# Kids United Out of School Club



St. Augustines C of E School, 380 Bolton Road, Pendlebury, Swinton, Manchester, Lancashire, M27 8UX

## Inspection date

6 February 2015

Previous inspection date

27 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always provide children with clear and consistent behavioural expectations. This means that children frequently display challenging behaviour during their play.
- Systems to identify weaknesses in staff practice are not sharply focused. As a result, staff do not always receive the correct support, guidance and training needed to improve their teaching practices. This means that the quality of teaching is too variable.
- Staff do not always fully utilise the information gathered from the host school about individual children. Consequently, on occasion, opportunities are missed to complement learning and offer a personalised play programme from the outset.
- The evaluation of progress made in the club has recently commenced and does not use sufficiently challenging criteria. As a result, the manager does not always correctly identify the improvements needed to raise standards across the club.

### It has the following strengths

- Staff have a sound understanding of all safeguarding practices and know the referral procedure well. This means children are kept safe and protected from harm.
- The key-person system successfully meets children's emotional and physical well-being. Consequently, children settle well and form secure bonds with the staff.
- Parental partnerships are secure. Staff keep parents updated through daily discussions and provide them with regular newsletters. External partnerships are satisfactory and staff have developed effective links with the local community.

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

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the staff supervision procedures in order to offer perceptive support, coaching and continuous professional development programmes to improve the effectiveness of teaching practices across the club
- improve staffs knowledge and skills of how to effectively manage children's behaviour during their play.

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

- strengthen self-evaluation so this is more rigorous and uses challenging criteria, in order to correctly target areas for improvement and raise standards across the club
- ensure that information gathered from the host school about children, is effectively used, in order to fully complement learning and offer a personalised play programme from the outset.

### **To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector had a tour of the club with the manager.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### **Inspector**

Luke Heaney

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff provide a suitable range of activities and experiences that keeps children interested and motivated to play. For example, children construct towers, paint clay models and enact roles of teachers in the home corner. Staff provide sufficient opportunities to engage groups of children, such as boys, in purposeful play. Consequently, boys' demonstrate some enjoyment, self-confidence and self-motivation during adult-led activities, such as football and ring games. Staff effectively promote children's early communication and language skills. They listen to what they have to say and ask them suitable questions. Consequently, children develop sound speaking and listening skills. Staff provide some opportunities for them to be prepared for their next steps in learning. For example, staff encourage children to write their names and take responsibility of their personal belongings. Staff have developed satisfactory links with the host primary school. However, staff do not fully utilise the information gathered from the host school, in order to fully complement learning, and offer a personalised play programme from the outset. The quality of teaching across the club is too variable. Consequently, staff occasionally miss opportunities to help children achieve better outcomes in their play.

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

Children receive healthy, nutritious and wholesome foods and are kept well-hydrated. Staff discuss the importance of exercise with children and talk about healthy living. Consequently, children discuss the importance of eating fruit, washing their hands and playing outdoors. Staff provide some praise, support and encouragement to children during their play. However, staff are inconsistent in their approach to the behaviour management policy. They do not provide clear behavioural expectations to children, and as a result, children display poor behaviour too frequently. Robust risk assessments are in place and all areas of the club are clean and fit for purpose. Care practices are sound and staff successfully promote children's growing independence. For example, staff encourage children to serve their own snacks and tend to their own physical needs.

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

The leadership and management team have a satisfactory knowledge and understanding of the Early Years Foundation Stage. Self-evaluation is within its infancy and lacks rigour to successfully raise quality and standards across the club. This means that the management's current monitoring and evaluation of the club is not sufficient, resulting in some areas of improvement not being correctly targeted. However, the manager aspires to improve the club and demonstrates a suitable commitment to bring about relevant change. Supervision and appraisal arrangements are satisfactory. Staff do not receive the correct support, training and coaching to improve their overall professional practice needs. This means that the quality of teaching is too variable and training programmes staff attend have little impact on improving outcomes for all children. Consequently, the programme of professional development for staff requires improvement.

## Setting details

<b>Unique reference number</b>	EY344658
<b>Local authority</b>	Salford
<b>Inspection number</b>	820791
<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>	40
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Kids United Ltd
<b>Date of previous inspection</b>	27 April 2011
<b>Telephone number</b>	07983481925

Kids United Out of School Club was registered in 2006. The club employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level three, two members of staff hold a level two qualification and one member of staff is unqualified. The club opens from Monday to Friday, term time only. Sessions are from 7.45am until 9am, and from 3pm to 5.45pm.

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.

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