

<b>Inspection date</b>	17 March 2015
Previous inspection date	6 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children have a real sense of ownership of the club, as they are actively encouraged to voice their opinions and make decisions. This results in them having a strong sense of belonging, good levels of confidence and the knowledge that their views are sought and valued.
- Children benefit from being cared for by a professional, friendly, and caring staff team, in a welcoming environment. Consequently, children are emotionally secure, happy and enjoy their time at the club.
- Children are very well behaved and form strong friendships. Children of all ages share, take turns and play cooperatively together. Older children offer support to the younger children when needed. This is a well-developed characteristic of the children attending.
- Partnership working is a strength of the club. Many of the staff work at the two feeder primary schools, resulting in strong relationships with the foundation stage teams. Suggestions are shared on how the club can complement their learning at school.
- The managers and staff demonstrate a secure understanding of the safeguarding and welfare requirements and their responsibilities to keep children safe.
- The managers have successfully gained Foundation Degrees in early years, and have put their new knowledge to good use. They have reviewed policies and procedures and adapted many working practices.

### It is not yet outstanding because:

- Staff do not always provide opportunities for children to use their imagination and creativity to draw their own representations of objects.
- There is potential to further develop some areas of the outdoors that are currently unused to provide more opportunities to be physically active.

## What the setting needs to do to improve further

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

- provide more opportunities for children to create their own representations of objects, for example, by enabling them to draw their own pictures
- develop more opportunities for children to be physically active in the outdoor area.

### Inspection activities

- The inspector had a tour of the clubs facilities, and with the provider, observed activities indoors and outdoors.
- The inspector checked staff suitability and qualifications, viewed recruitment records, supervision and appraisal records, and the training audit for staff.
- The inspector discussed the provider's current procedure for self-evaluation.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the club managers.
- The inspector looked at a selection of policies, procedures and risk assessments.
- The inspector took into account the written views of parents and the older children.

### Inspector

Joanne Parrington

## Inspection findings

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

Staff at the club are qualified. They provide activities that interest children and motivate them to learn through play. Teaching is good and complements the learning taking place at school. For example, some children have been looking at flags from around the world. Teachers have shared this information and the staff at the club have continued this theme. Children have designed flags using a variety of creative materials and are proud of their creations, as they are displayed on the wall for all to see. However, occasionally staff do not support children's imagination and creativity effectively. For example, staff produce pre-cut shamrocks and green pieces of paper. Consequently, on this occasion the end product is the same. Having said that, children use the tools provided well and are engaged. Children further develop their understanding of St Patrick's Day as staff talk to them. Staff join in children's play when invited to and ask questions to explore and extend children's thinking. As a result, children are gaining vital skills to help them with their next stage in learning.

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

Children and their families are warmly welcomed into the club. There is an effective key-person system in place to ensure children's individual care needs are met. Staff act as good role models to ensure children respect and value each other. Children's independence skills are supported through a variety of ways. Children attend to their own personal hygiene routines, choose how they spend their time at the club and help prepare the healthy snacks. Children have opportunities to be physically active as they organise football games that are energetic and lively. Staff promote children's awareness of safety issues during these activities. For example, staff remind children to take care as they run, so not to bump into the other children. Outside, children have a range of resources to choose from and thoroughly enjoy the large space. There is potential to further develop opportunities for children to be physically active. For example, staff have currently not provided children with opportunity to prepare the gardening patches to begin to plant new fruits and vegetables, an activity the children thoroughly enjoyed last spring.

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

The management team have a good understanding of the legal requirements and implement these well. Systems for recruitment are clear and ongoing suitability checks of the staff help to keep children safe. The management team monitor staff performance through supervisions and appraisals. Staff also carry out peer-on-peer observations to promote a culture of reflective, honest and shared best practice approach. Staff build good links with parents. They talk to parents daily about the activities their child has taken part in and encourage parents to discuss activities their child enjoys at home. As a result, there is a combined approach to supporting children. The manager's demonstrate a consistent drive to further improve the club in consultation with staff, parents and the children.

## Setting details

<b>Unique reference number</b>	EY270056
<b>Local authority</b>	Salford
<b>Inspection number</b>	872738
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Stephanie Jane Scoular and Elaine Mills Partnership
<b>Date of previous inspection</b>	6 July 2012
<b>Telephone number</b>	0161 794 9159

Kenex was registered in 2003. It is one of two settings owned by the registered provider. It provides out of school care for children attending local schools. The facility is open Monday to Friday, from 7.45am until 9am, and from 3.15pm until 5.45pm, term time only. In total, a team of seven staff work at the setting, including two managers. Of these, six hold appropriate early years qualifications, including the two managers with Foundation Degrees in early years.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

