

<b>Inspection date</b>	19 March 2015
Previous inspection date	10 November 2008

<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

- Staff are skilful teachers of literacy and promote activities for children to develop their reading and writing skills. This helps them make good progress in this area of their development.
- Staff work closely in effective partnership with the school that children attend. This means children have a continuity of care, and the activities and experiences at the club complement what children are learning at school.
- Partnerships with parents are strong. Staff are allocated to individual groups of children, which means they develop strong relationships with children and their parents. Good adult attention and interaction show that children form positive and trusting relationships with staff. This promotes children's emotional well-being, helping them develop confidence and settle quickly
- Staff are consistent in reinforcing clear rules and expectations, which children learn quickly and follow independently and as a result, children behave very well.
- The managers have a clear drive for the club's ongoing development by effectively evaluating what they do and identifying any areas for improvement. They ensure staff update their skills and knowledge, through regular supervision and training opportunities, to promote good safeguarding and overall outcomes for children.

### It is not yet outstanding because:

- Some resources and play equipment are harder for children to freely access. On occasion, this limits their opportunities to choose what they would like to play with.
- Staff do not fully maximise all opportunities to work in partnership with children when planning activities to give them more free choice.

## What the setting needs to do to improve further

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

- improve the accessibility of a wider range of activities and resources to help the children develop independence in their free-play
- enhance the daily planning of activities to give children extended opportunities to contribute their own ideas.

### Inspection activities

- Leadership and management discussions took place with the manager present, at appropriate times during the inspection and in a meeting.
- The inspector observed activities and staff interactions with children in the playroom, bathroom and the outside playground.
- The inspector looked at documentation, including a sample of children's records, planning and records, and checked the suitability of staff.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.

### Inspector

Dominique Bird

## Inspection findings

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

Staff arrive early to have meetings and prepare the room, so that activities are available and ready to make children feel welcome when they arrive. This means children can quickly engage in play after their busy day at school. Staff provide children with a good range of inside and outdoor activities, which motivate them to play. They enjoy listening to stories with staff and discuss the pictures in the books, sharing their thoughts and ideas of what may happen next. This develops their imaginations well. Children independently prepare their snack and make choices about what they want to eat from a healthy range of foods on offer. At the snack table, children enjoy talking to adults and their friends. This encourages their social skills. Children select from resources that are set up for them. More resources are stored away which children cannot easily see. At times, this limits children being able to make free choices about what they would like to do. Staff use their observations to plan and tailor the environment to reflect children's interests. However, the information staff gather from children is not always thorough or on a regular basis, to enable up-to-date planning of activities in line with children's current interests.

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

Children are happy and secure. When children start at the club, staff collect detailed information from parents and some staff also work in the school. As a result, staff get to know children well. The younger children are well supervised to ensure that they are safe and staff pay particular attention to them during care routines, such as using the bathroom. This means that extra support is available to them if they need it. Staff teach children to take responsibility for their personal safety and they develop a good awareness of this. For example, staff organise regular fire drills to teach children how to evacuate the premises safely and practise skills such as listening and attention, and following rules.

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

Children are safeguarded at the club. Robust recruitment and vetting procedures ensure that all staff working with children are safe and suitable. Staff have a good understanding of their roles and responsibilities to protect children from harm. All staff undertake child protection training. Both managers maintain first aid training and deploy themselves well to ensure that they are always on hand to provide first aid treatment in the event of an accident or incident. Managers maintain comprehensive policies and procedures, which all staff are made aware of during their induction and refresh regularly in team meetings. Feedback through parent surveys gives parents opportunities to share their view of the club and staff use this information effectively to continuously improve the service they offer. Parents comment on the friendliness of staff who they say, 'Always make themselves available to talk'.

## Setting details

<b>Unique reference number</b>	EY376690
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	829486
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Kiddlywinks Partnership
<b>Date of previous inspection</b>	10 November 2008
<b>Telephone number</b>	07870 154142

Kiddlywinks registered in 2008 and runs from the school dining room in Oldfield Park Infants School, Bath. The club is open for breakfast club from 7.45am to 9am, and 3.05pm to 6pm for after-school care. The club offers holiday care from 8.30am to 5.30pm in school holidays and on in-set days according to demand. The club employs six staff, two of whom are the joint owners. Three staff are qualified in play work at level 3 and one is qualified at level 2.

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