

# Anderton Cool Kids Club

Anderton Primary School, Babylon Lane, Anderton, Lancashire, PR6 9NN



## Inspection date

23 June 2015

## Previous inspection date

7 February 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 access to a wide range of resources and activities. They are given freedom and space to explore and test their ideas. For example, children work together to make tunnels, dens and slides from cardboard sheets.
- Staff have a strong understanding of how to safeguard children. Staff supervision encourages open communication and they know who to contact if they have any concerns.
- Children behave well because staff have clear expectations and children have agreed their own rules for the club.
- The manager has a strong drive to improve and she encourages comments from the staff, parents and children to help her evaluate the club. For example, children are invited to write or draw on a wish list, which is on display for children to add to.
- Children are confident in their play because they feel emotionally secure. Staff build positive relationships with them so that they feel nurtured.

### It is not yet outstanding because:

- The manager has not fully developed a clear, targeted programme of professional development based on staff performance to ensure that staff are constantly improving their understanding and practice.
- Opportunities to further enhance children's experiences are not fully maximised. This is because staff do not regularly gather and share information about children's skills and interests with school teachers.

## What the setting needs to do to improve further

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

- sharpen the focus when reviewing staff practice, so that targeted training is put into place to further develop the already good performance of staff
- devise even better ways of communicating with other schools to complement children's skills, using their interests.

## Inspection activities

- The inspector checked evidence of the suitability and qualifications of the staff, manager and committee members.
- The inspector observed the staff engage in a range of activities and care routines with children.
- The inspector held discussions with the staff and manager.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a selection of policies and procedures.
- The inspector spoke with parents to gain their views.

## Inspector

Lisa Bolton

## 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 and they have a strong focus on giving them choices. Children enjoy attending the club because they feel comfortable and relaxed in the familiar and welcoming environment. Staff encourage children to think for themselves and solve problems. They ask a broad range of questions and make suggestions, rather than helping children immediately. For example, children who ask for help to build a house are guided to think about what they need and what it might look like. Children are provided with activities that complement their experiences in school. For example, they enjoy using different writing tools to draw and write. Staff communicate regularly with parents and they are prompt in addressing any concerns. For example, staff work in partnership with parents to monitor children's happiness and put effective strategies in place to help them to settle.

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

Children's physical well-being is well supported because they can choose to access play equipment and the outdoors daily. Highly effective systems are in place to ensure the safe supervision of children. Staff who are outdoors with children use a two-way radio to communicate clearly with staff indoors. Registers help staff to keep track of where children are and regular head counts take place. This means that children can choose to play safely indoors or outdoors, with full adult supervision. Children know where their belongings are and this encourages them to be independent. For example, they draw pictures and store them away in their bags. Children are motivated to carry out hygiene practices by themselves because clear routines are in place. For example, they know to visit the bathroom and wash their hands thoroughly before eating. Snack time is an enjoyable social experience for all children, who learn to share and use good manners. Children delight in taking turns to dress up as chefs to prepare a healthy selection of snacks alongside staff.

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

Staff communicate with parents daily, and parents speak positively about the club. Staff gather and share information about children's well-being from school teachers each day. However, sharing information about children's skills and interests is not yet highly effective. This means that some opportunities to complement learning in school are missed. The manager understands her responsibility to meet the requirements of the Early Years Foundation Stage. All staff have undertaken safeguarding and first-aid training to keep children safe. Some staff have specific early years qualifications, which has a positive impact on children's care and well-being. The manager can identify aspects of good practice and pinpoint areas for improvement when reviewing staff practice. However, some opportunities to support the continued development of staff are missed. This is because when reviewing staff practice the manager does not always put into place targeted training to improve this.

## Setting details

<b>Unique reference number</b>	EY361978
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	873611
<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>	38
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Anderton Cool Kids Club Committee
<b>Date of previous inspection</b>	7 February 2012
<b>Telephone number</b>	01257 480551

Anderton Cool Kids Club was registered in 2007. The club employs seven members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one at level 6. The club opens Monday to Friday, term time only. Sessions are from 7.30am until 8.50am and 3.20pm until 6pm.

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