

Boston West Kids Club

Boston West Childrens Centre, Sussex Avenue, Boston, Lincolnshire, PE21 7QG



Inspection date

11 September 2015

Previous inspection date

16 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

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

- Managers do not conduct supervision sessions to promote and continually raise the quality of staff practice.
- The provider's evaluation of the quality of the provision is not fully effective as it does not take into account the views of parents. As a result, priorities for improvement are not always focused on improving children's experiences at the club.
- Children are not supported effectively during snack time. They are not given opportunities to practise their self-care skills and they spend too much time waiting.
- Some staff focus too much on supervising children and do not grasp opportunities to join in with their play.

It has the following strengths

- The management have taken steps to address the actions given at the last inspection. Appropriate systems are now in place to ensure the suitability of staff and those connected with the provision.
- Staff are good role models and display considerate and respectful behaviour. As a result, children show kindness and empathy for their friends if they become upset.
- Staff provide a relaxed, fun and welcoming environment. They plan a broad range of activities based on children's interests. Consequently, children settle quickly and enjoy their time at the club.

What the setting needs to do to improve further

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

	Due Date
■ provide staff with one-to-one support in order to evaluate their practice, agree targets and plan personal development so that children benefit from continually improving practice.	30/11/2015

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

- find ways to involve parents in evaluating the quality of the provision so that improvement plans are informed by those using the service
- improve children's participation and enjoyment at snack time
- encourage staff to make the most of appropriate opportunities to become involved in children's play, thereby promoting their achievement and engagement in activities.

Inspection activities

- The inspector observed activities inside and in the garden.
- The inspector spoke to staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- 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 staff qualifications and a range of documentation, including policies and procedures.
- The inspector looked at evidence of suitability checks carried out for members of staff and individuals who make up the committee.

Inspector

Emma Woollard

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff understand their responsibilities in protecting children from abuse and know what to do if they have a concern. They follow detailed policies and procedures to promote children's safety and well-being. This includes robust procedures for the safe arrival and collection of children. Consequently, arrangements for safeguarding children are effective. The majority of the team hold appropriate qualifications and have a good understanding of how children learn. However, staff do not have opportunities to receive coaching or discuss their future personal development needs as there is no system for supervision. This means that plans to continue enhancing staff performance through mentoring and training are not fully established. The provider's attempts to seek the views of parents about the club has not been successful. As a result, self-evaluation of the provision is not robust.

Quality of teaching, learning and assessment requires improvement

Effective partnerships between the club and school staff help to ensure children make good progress. Staff find out the topics used in school, that helps focus children's learning. They use this to complement and extend children's interests and ideas, such as helping them to learn lines for their school play. Some staff work with children in school during the day and, therefore, they know the children well. Children arrive at the club eager to show crafts they have made at home because they know staff will take a keen interest. However, some staff tend to observe and supervise the care of children rather than join in their play. This means that children sometimes lose interest quickly and do not always get the most from the experiences provided. The manager recognises the importance of promoting children's speaking skills. She sensitively supports them, helping them to have the confidence to participate during a group discussion. Children listen and take turns to talk about planned events, such as a trip to the circus. Visitors teach children about customs in different societies through storytelling and dance. When children return from family trips to other countries they share their experiences, such as a wedding celebration. As a result, children are finding out about different traditions around the world and they learn to respect each other's differences.

Personal development, behaviour and welfare require improvement

Children are very active outdoors, showing their enjoyment and determination in a lively game of football. They enjoy balancing on the trim trail and practising ball skills in the garden. Food provided is healthy, well balanced and nutritious to promote children's physical development and encourage healthy eating habits. However, at snack time some children are left waiting too long for their friends to finish eating. Furthermore, they are not always encouraged to do things for themselves which does not promote their independence skills. Behaviour is generally good because the childminder has clear expectations of children and they are kept stimulated through a range of interesting activities. Staff work in very close partnership with parents to help children learn new skills, such as learning to ride a bicycle at home and at the club. As a result, children quickly develop confidence in their abilities and gain a positive sense of themselves through their achievements.

Setting details

Unique reference number	EY152275
Local authority	Lincolnshire
Inspection number	1011156
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	137
Name of provider	Boston West Kids Club Committee
Date of previous inspection	16 March 2015
Telephone number	01205 312864

Boston West Kids Club was registered in 2001. The club operates from a purpose built children's centre adjacent to Boston West Academy in Boston, Lincolnshire. There are six members of childcare staff employed. Of these, four hold appropriate early years qualifications at level 3 and two are unqualified. The club opens from Monday to Friday. During school term time, sessions are from 7.30am to 8.45am and from 3pm until 6pm. The club opens from 8am to 6pm during school holidays.

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