

Spixworth Kidz Klub

Woodland View Junior School, Ivy Road, Spixworth, NORWICH, NR10 3PY



Inspection date

4 November 2015

Previous inspection date

30 September 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Children behave well. Consistent boundaries are in place, effectively supporting children to know what is expected of them. Staff act as good role models and treat children with respect and positive regard.
- Children feel safe, happy and settled in this welcoming setting. They develop close emotional attachments to the staff and good friendships with other children. Older children readily invite younger ones to join in with their games.
- Management understands their responsibilities within the Early Years Foundation Stage. Reflective practice is embedded in the setting's self-evaluation.
- Partnerships with parents are strong. Staff share information with parents, to keep them informed about their children's time in the setting.
- Children are supported well to develop skills for life and the motivation to be ready for the next stage in their learning. Consistent routines are followed and children know what happens next at any point during the session.

It is not yet outstanding because:

- The quality of systems to share information with the Reception class teachers of the primary schools children attend is variable. The two-way flow of information is not so successful at some schools, to fully support every child.
- Staff do not pay sufficient attention to ensuring they provide good quality resources to support children's interest in writing and drawing.
- Activities that are led by adults are not always organised to allow children to explore their own ideas and thoughts. Staff sometimes focus too closely on the finished product rather than the process.

What the setting needs to do to improve further

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

- review how information is shared with others who provide care and learning for the children, to fully support all children
- focus more closely on providing good quality resources to support children's interest in writing and drawing
- allow children to explore their own ideas and thoughts more during adult-led activities.

Inspection activities

- The inspector observed activities in the main classroom and the smaller side room.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's activities and a selection of policies and records.
- The inspector held a meeting with the nominated person/manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke to a parent.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Key staff regularly attend safeguarding training to ensure that they are aware of the signs and symptoms of abuse and know how to report concerns. Staff are vigilant about supporting children's welfare. Reflective practice is embedded in the setting's self-evaluation. The views of children and parents are sought and their opinions are acted upon. For example, questionnaires showed that parents felt staff could be more observant of the children when they were outdoors. A risk assessment was carried out and staff now limit where children can play when they are in the playground. Regular supervision takes place to support staff and promote good quality experiences for all children. Partnerships with parents are good. Parents report that they think the setting is absolutely brilliant. They value that the opening hours are flexible to meet their childcare needs and feel confident that they can approach the staff to talk about any concerns. Arrangements for sharing information with other schools that children attend are not consistent, to effectively support partnership working for all children.

Quality of teaching, learning and assessment is good

The rooms used by children are organised to allow for quiet and active play. Children have access to a varied and interesting range of activities, including the option to relax and watch age-appropriate films. However, the quality of some resources, such as drawing and writing materials, are not so well maintained. Children are able to play with toys and resources of their own choice. Staff ensure that children play undisturbed with resources that they have chosen. Staff know when to step back and when to intervene and extend activities. In addition to the child-initiated activities, staff plan craft activities based on themes that reflect customs, cultures and interests. However, sometimes when staff lead these activities they are too focused on what the end product should look like. This does not effectively allow children to participate as fully as they could to explore their own ideas.

Personal development, behaviour and welfare are good

Children settle quickly into the setting and enjoy their time there. They are supported well to develop self-confidence in the setting. Children readily follow guidelines for behaviour. Their emotional and physical well-being is promoted well. All children are allocated a key person who takes responsibility for their care and play experiences. Children develop good relationships with the staff, confidently seeking them out for a chat and inviting them to join in their games. They develop a good understanding of diversity beyond their immediate family and community. Children take part in activities that promote the wider world, including the festivals and customs of their own and others. This effectively supports children in developing positive attitudes to others. Children are provided with a varied and balanced diet, including fresh fruit and vegetables. They manage their own personal hygiene needs relevant to their age.

Setting details

Unique reference number	EY390783
Local authority	Norfolk
Inspection number	859292
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	30
Number of children on roll	97
Name of provider	Kelly-Marie Hanworth
Date of previous inspection	30 September 2009
Telephone number	07776 360 409

Spixworth Kidz Klub was registered in 2009. Five members of childcare staff work with the children including the owner and regular volunteers. The owner also works as the setting manager. Three staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. During school term time, sessions are from 7am to 9am and from 3pm to 6pm. During school holidays the setting is open from 7am to 6pm. Children are taken to and collected from local schools.

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