

# Kids Aloud at Meir Heath Primary School



Meir Heath Cp School, Golborn Avenue, STOKE-ON-TRENT, ST3 7JQ

<b>Inspection date</b>	27 January 2016
Previous inspection date	24 January 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
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

- Staffing arrangements support the key-person system successfully. Children form warm and trusting relationships with familiar adults and make friends with each other. They display a strong sense of belonging as they arrive in the club. This reinforces their self-confidence and emotional well-being.
- Staff have a good knowledge of how young children learn. Children are actively involved in planning activities. They share and express their views and choices. This helps to engage and motivate them to join in with activities and play with their friends.
- Staff build positive relationships with parents. Good effective verbal communication, promotes continuity of care for children. Children's independence is encouraged in most aspects of club life. They choose when they wish to play outdoors, the resources they wish to play with and they access the bathroom as they need to.
- The provider ensures children's safety through effective, recorded risk assessments. Staff make daily checks to ensure good steps are taken to remove or minimise any potential risk.

### It is not yet outstanding because:

- The arrangements for exchanging information with other practitioners in the host school do not always best help staff to complement children's learning as they play.
- Staff have not yet considered how to make the most of snack times to enhance children's health and self-care skills as part of a sociable experience.

## What the setting needs to do to improve further

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

- strengthen partnership working with the host school, so that information about children's development is shared in greater detail, to consistently complement the learning that happens at school
- make the most of snack times to promote children's understanding of independent choice and develop their social skills as part of the daily routine.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the provider, who is also the manager and the deputy manager of the provision. She had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day and in documentation.
- The inspector looked at a selection of policies and procedures, which included safeguarding, evidence of planning and evaluation of activities, and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and evidence of self-evaluation.

### Inspector

Kim Barker

## Inspection findings

### **Effectiveness of the leadership and management is good**

The staff team is led and managed effectively. They are well qualified and work as a coordinated team. Leaders have high expectations for staff's practice. Systems are in place to effectively monitor the quality of staff's teaching. Staff feel well supported. They have opportunities to discuss how they can enhance experiences offered to children. The arrangements for safeguarding are effective. Leaders have systems in place to ensure that all staff regularly attend safeguarding training. They are alert to the signs that may indicate that a child is at risk of abuse. Staff are aware of the club's procedures to ensure that children are fully safeguarded. Leaders undertake thorough self-evaluation. They include staff and parents in their reflections to maintain high standards. There is a successful system of employment, induction, supervision, appraisal and training for all staff to ensure their continued suitability and professional development. The deputy manager is currently training as an early years teacher. She uses her recently learned knowledge and skills to promote continual improvements for all staff's practice.

### **Quality of teaching, learning and assessment is good**

Staff are committed to providing play experiences that take account of the children's interests. There are good systems in place for children to choose from a wide range of activities and experiences. Staff find out and take account of the host school's current topics of learning in their planning. This helps staff to build on subjects that children are currently learning. However, staff are not yet familiar with the children's current focus for their learning. Therefore, as they play together, the support staff offer is sometimes not at the most challenging level possible. Children concentrate for long periods of time as they play with dough. They are keen to develop their ideas further and solve problems. Staff sit with them, demonstrate how to use equipment and talk to them about their ideas. This helps to develop children's play and ideas and expand their communication and language skills. Children generally continue to develop the skills they need to complement their learning at school and for the future.

### **Personal development, behaviour and welfare are good**

Children enjoy their time at the club. Younger children are collected from their classrooms by their key person. Older children are greeted enthusiastically. Children behave well and play cooperatively. Staff are good role models. There are clear boundaries and expectations that encourages good behaviour. Staff interact well with children and offer lots of praise and encouragement for their efforts. They encourage children to share and pass equipment to each other. Children talk to others in a calm, polite and respectful manner. Children learn to play well together and negotiate with their peers. This helps to promote their social skills. Staff actively get involved with children's play, which supports them to stay engaged and interested in the activities. There are lots of opportunities for children to play outside in the familiar school grounds. Children are provided with a healthy snack. Drinking water and fresh fruit is readily available. However, these snack times do not always extend children's ability to make independent choices.

## Setting details

<b>Unique reference number</b>	EY433551
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	853420
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Blythe Bridge Day Nursery Partnership
<b>Date of previous inspection</b>	24 January 2012
<b>Telephone number</b>	07501 221488

Kids Aloud at Meir Heath Primary School was registered in 2011. The club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 2 and includes two with play work qualifications at level 3. The club is open each weekday during school term time from 7.30am to 9am and from 3.30pm to 6pm. During the school holidays, the club operates from the provider's other setting in Blythe Bridge. It is open each weekday from 7.30am to 6pm.

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