

# Cool Kidz @ Roebuck

THE ROEBUCK SCHOOL, Inkerman Street, Preston, PR2 2BN



<b>Inspection date</b>	11 February 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The nominated person and the manager have a strong drive to ensure children are provided with a good quality service. Self-evaluation processes include gathering the views of staff, children and their parents, in order to review and plan for future improvements.
- Children are happy and warmly greeted by caring staff, some of whom also work in the host school. This contributes towards the development of positive relationships, helping children to feel at ease and emotionally secure.
- Strong links with the host school enable staff to deliver activities that help children to develop skills and attitudes that complement their learning at school.
- Children are motivated and interested in participating in various activities that are well organised and presented within a stimulating play-based environment.
- Staff help to ensure that children understand their own and others' behaviour. Staff provide guidance and implement measures to help children understand how they should treat each other.

### It is not yet outstanding because:

- Effective partnership working with parents is not yet fully focused to ensure they are fully informed about the range of experiences their children take part in.
- The monitoring procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.

## What the setting needs to do to improve further

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

- strengthen opportunities to extend information sharing with parents
- improve the process for monitoring staff's performance and focus more highly on their continued professional development.

### Inspection activities

- The inspector observed the quality of play experiences during activities and routines indoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection. She also held meetings with the nominated person, the manager, and a manager from another provision owned by the organisation.
- The inspector looked at and discussed relevant documentation and procedures, such as the self-evaluation process, and checked evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Hilary Boyd

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The nominated person, manager and staff understand their roles and responsibilities in helping to keep children safe. Rigorous recruitment and vetting procedures ensure that staff's suitability to work with children is routinely checked. Robust procedures are effectively carried out when escorting children from the host school. Staff consistently apply a safe road-crossing approach and ensure all children remain fully supervised and arrive safely at the club base. Parents speak positively about the care provided and state that their children enjoy attending. Relevant information is obtained from parents to ensure staff are aware of children's unique needs. Staff have a high regard for children's health and safety. For example, staff are effectively deployed to ensure they are aware of their roles when supervising children and supporting activities.

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

Children are confident communicators as they talk about their school day and what interests them. Staff routinely praise children's efforts and contributions, which helps them to feel valued and respected. The deputy manager acts as the key person to the youngest children. She observes children closely and meets regularly with teachers to ensure that children's unique care and learning needs are known. Individual children's files reflect a range of play experiences that they take part in. Staff use their knowledge and discussions with children to help them plan experiences to develop children's skills and broaden their interests. Staff provide a play-based environment reflecting children's interests and provide additional theme-based activities. This means that children's choices and interests are valued, helping them to remain motivated after their day at school. Children enjoy taking part in numerous arts and crafts activities, imaginative play and physical pursuits. They spend time being engaged in activities that stimulate them. Children mix well with others and are developing positive attitudes to help them become successful learners.

### Personal development, behaviour and welfare are good

Children develop social skills as they play together, listening to each other and negotiating the rules as they organise games. All children are encouraged to develop self-help skills. They learn about how to keep themselves healthy through daily routines and physical activities. Children choose from a selection of healthy and balanced food options. Staff are caring and responsive to children's care and emotional needs. This is evident in how they sensitively respond to children who are feeling unwell. The organisation of the environment enables children to move around the space and make decisions about what they want to do. Children have numerous opportunities to access various resources and activities that promote their physical skills. Children are building positive views about themselves and others through collaborative, caring relationships with staff and other children. Staff value the uniqueness of children and use different strategies to meet their needs. For example, staff learn key words for those who speak English as an additional language and differentiate their approach to ensure disabled children and those with special educational needs are supported.

## Setting details

<b>Unique reference number</b>	EY478132
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	980215
<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>	40
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Community Council of Lancashire
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01772 760749

Cool Kidz @ Roebuck was registered in 2014. The club employs five members of childcare staff. Of these, one has an appropriate early years qualification at level 5 and three hold appropriate qualifications at level 3. The club opens from Monday to Friday during term time. Sessions are from 7.30am until 8.50am and 3.10pm until 5.45pm. A holiday club is offered depending upon needs. The club supports disabled children and those with special educational needs, and children who speak English as an additional language.

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