

<b>Inspection date</b>	22 March 2016
Previous inspection date	15 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Staff provide a good variety of activities that enable children to further develop the skills they are acquiring in school. A range of experiences in the out-of-school club help to prepare the pre-school children for when they move on to the Reception class.
- Leadership and management are effective in evaluating practice. The manager monitors staff practice to identify individual staff members' strengths and areas for development.
- Children are happy and confident and relationships are good. Positive reinforcement is the major strategy used by staff to manage behaviour, boosting children's self-esteem.
- Staff promote children's language development well. Children enjoy chatting with staff and they speak clearly and confidently.
- Children enjoy playing outside. Staff support them effectively in their physical development.
- Children's interest in the natural world is fostered effectively. For example, they explore the 'bug house' looking for spiders, snails, ladybirds and woodlice.
- Staff encourage children to gain a greater awareness of similarities and differences, and an understanding of different people in the wider world.

### It is not yet outstanding because:

- There are effective partnerships with pre-school and teaching staff, although, these are less successful with regard to sharing information about individual children and in ensuring continuity.

## What the setting needs to do to improve further

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

- extend communication systems to enhance partnership working, and to ensure continuity for children with regard to their needs and interests.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider and the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector checked evidence of staff's suitability, qualifications and training.
- The inspector spoke to a small selection of parents during the inspection and took account of their views and the written views of other parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safety and security of the premises are addressed well. Procedures for staff recruitment, selection, induction and vetting procedures for staff meet requirements. The manager observes staff practice and identifies strengths and areas where improvement could be made. This is discussed during staff supervision meetings, and training needs are identified. Staff keep their safeguarding and first-aid knowledge up to date. The provider accesses information online to keep up to date with current government requirements. She is currently compiling information obtained from staff, parents and children as part of a self-evaluation process. Parents share positive views about the provision. They comment on the warm and friendly environment created by staff. Parents say that their children are happy to attend and that they recommend the club to other parents. Records, policies and procedures required for safe and efficient management of the provision are well maintained and implemented.

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

Staff support children effectively to acquire skills that help them to reach the next steps in their learning and development. They observe and assess children's levels of progress and plan activities that challenge and interest them. Children are self-assured while chatting with staff and other children and they confidently express preferences with regard to their play. Children demonstrate good control in large and small movements. For example, they practise hand-to-eye coordination while they play with bats and balls. They play racing games and develop good control of ride-on toys. Children build with small construction toys that challenge them effectively and they use their good manipulative skills while using tools, such as scissors. Children enjoy creative play. They choose from a good variety of materials including paint, glue and a range of writing materials. They join in confidently with pretend play, some of which is led by older children. Children select resources for themselves in the playroom. Some of these effectively support their literacy development in pre-school and school. For example, they practise pencil control while drawing and colouring-in and they write their names on their pictures. Children play games that require them to count and make simple calculations, building on their growing mathematical skills.

### Personal development, behaviour and welfare are good

Children's emotional security begins with a good settling-in procedure that is agreed with parents in accordance with their child's needs. Children good health is promoted effectively by staff. Children choose when to eat a healthy snack that is available to them throughout the session. They readily wash their hands before sitting down at the table to eat. Children develop an understanding of dangers and how to keep themselves safe. For example, they know why they must walk and not run in the playroom and why they must ask before they leave the playroom to access the toilets. Children have helped to decide on the club's safety and behaviour rules. These include sharing and turn taking and showing consideration for others. Children behave well and play cooperatively. They independently manage their self-care needs and willingly put on their own coats when they choose to play outside.

## Setting details

<b>Unique reference number</b>	EY447160
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1041507
<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>	3 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Kidz Aloud Partnership
<b>Date of previous inspection</b>	15 January 2013
<b>Telephone number</b>	07807873895

Kidz Aloud out-of-school club was registered in 2012. It employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens term time only from Monday to Friday. Sessions are from 7.45am until 8.55am and from 3.15pm until 6pm.

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