

Inspection date	17 May 2016
Previous inspection date	5 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders have made rapid improvement since the last inspection. Training and development opportunities have had a positive impact on staff's practise. They are now fully aware of their roles and responsibilities in reporting concerns about children, and the procedures to follow in the event of a concern being made.
- Children eagerly join in with a wealth of rewarding activities which reflect their different abilities, interests and ways of learning. Staff support and praise children for their efforts as they confidently make choices and try new experiences.
- Children are well behaved. They are polite, caring and have formed close relationships with those that care for them and each other. As a result, all children quickly develop a sense of belonging and grow in confidence.
- The manager and staff have very effective links with the school. They have a good understanding of children's needs and complement their learning at school. Parents and carers highlight how attending the club has helped their children become confident and make friends with others in different age groups.

It is not yet outstanding because:

- The way in which staff performance is managed through supervision does not focus sharply enough on raising practice to the highest level.

What the setting needs to do to improve further

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

- Improve the experiences for children further by enhancing staff's professional development, so that it focuses more sharply on improving key areas of practice.

Inspection activities

- The inspector reviewed the improvements the provider has made since the last inspection and the plans for future improvement.
- The inspector held a meeting with the provider. She also spoke to staff members about their roles and responsibilities and also spoke to the Early Years Advisory Practitioner and teaching staff from the linked school.
- The inspector spoke to children and their parents during the inspection and took account of their views.
- The inspector observed the quality of staff's interactions with children both inside and outside the setting and during the collection of children from their classrooms.
- The inspector looked at a range of relevant documentation, which included a selection of policies and procedures, the suitability and qualifications of staff working with children and evidence of self-evaluation.
- The inspector looked at the settings website prior to the inspection.

Inspector

Deborah Sanders Early Years Regulatory Inspector

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager works closely with the school and families to ensure that the welfare of children is of the highest priority. Staff carry out regular risk assessments and encourage children to be involved, therefore learning to keep themselves safe. Staff provide a warm and welcoming environment where children say they have good friendships with staff and each other. Parents comment on how much their children enjoy attending the club and how effectively they support the transitions into secondary school. A good range of policies and procedures underpins the effective recruitment and selection process which ensures new staff are suitable. The manager and the other key person working with younger children are well qualified and knowledgeable about the Early Years Foundation Stage. This enables them to support younger children's learning, in partnership with the school and parents.

Quality of teaching, learning and assessment is good

Children have fun and enjoy their time at the club. Staff are positive role models. They observe and plan well so that every child is offered a variety of opportunities to build on what they already know and can do. Children enjoy making models and creating new games; they enjoy the outside play area and make up their own interesting physical activities. Children enjoy using their imagination as they take part in a wide range of art and craft activities. They build a rocket out of cardboard boxes and think about how they will paint it the next day. Children are excited as they investigate a problem set by their teachers in school. They work cooperatively with each other, questioning each other and the staff to come up with a solution. Children talk excitedly about what they are looking forward to when they move on to secondary school. They enjoy the social aspects of the club, sharing the highlights of their school day with the staff and their friends, recounting their achievements. Staff make links to previous discussions with children as they ask about events that children and their families have planned for the weekend. This stimulates more discussion, offering younger children suitable opportunities to expand their language, confidence and conversation skills.

Personal development, behaviour and welfare are good

Children's emotional well-being is promoted effectively. Staff establish strong relationships with them and their families from the outset. Parents are asked for detailed information about their children's care needs. This helps staff support them to settle quickly into the club. Children respect each other and remind each other of the importance of sharing and taking turns during activities. Children have daily opportunities for fresh air and exercise. They develop their coordination skills as they join in with a wide range of ball games, play on the challenging balance beam and rope swings. They eat a good range of healthy and nutritious snacks. Children independently serve their food, choose their fruit and vegetable snack and pour their own drinks. They have their own chalk board where they can express their own views and extend activities that they have started in school.

Setting details

Unique reference number	EY481768
Local authority	Warwickshire
Inspection number	1051401
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	22
Number of children on roll	49
Name of registered person	Samantha Louise Carlin
Registered person unique reference number	RP906734
Date of previous inspection	5 January 2016
Telephone number	07770134404

Kids Klub is owned by an individual owner, Mrs Samantha Carlin, and was registered in 2014. It operates from classrooms within Kingsbury Primary School and has access to the hall and toilet areas. The Kids Klub provides wrap around child care for the children at this school. There is a fully enclosed area available for outdoor play, and areas identified for the Kids Klub exclusive use during the hours of operating.

The childcare operates from Monday to Friday during school term times and during holiday periods other than Christmas and New Year. Sessions are from 7.30am until 9.00am and 3.00pm until 6.00pm. Children are able to attend for a variety of sessions.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The setting employs three members of staff. Of these two hold an appropriate early years qualification. The setting receives support from the local authority.

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