

Scothern Kids Club

Ellison Boulter's School, Sudbrooke Road, Scothern, Lincoln, Lincolnshire, LN2 2UZ



Inspection date

15 November 2016

Previous inspection date

10 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Performance management does not focus enough on identifying gaps in some staff's knowledge to ensure that practice is of a consistently high quality.
- Although the manager and committee members have made several positive improvements since their last inspection, they have not implemented an effective system of self-evaluation to enable them to recognise further weaknesses in practice.

It has the following strengths

- Children of all ages enjoy their time at this warm, friendly club. There are many activities that enable them to explore their ideas, extend their learning and build on their knowledge and skills.
- The manager regularly seeks children's views about the club. Staff take account of their interests and preferences when they plan activities.
- Staff are good role models for children. They teach children to respect each other's views and ideas. Children are supported in managing their behaviour well. They follow simple rules, share and take turns during their play. Older children demonstrate support and respect for younger children.
- Partnerships with parents are good. Parental feedback is very positive. They state that they value the service the club offers to them.
- Children are confident and sociable. They are encouraged to do things for themselves in order to increase their independence.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- ensure that performance management focuses on identifying gaps in staff knowledge and provides support, coaching and training for staff that ensures continuous improvement. 15/12/2016

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

- review the self-evaluation process to more accurately identify all areas of improvement and address these swiftly to raise the quality of the provision.

Inspection activities

- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector observed activities indoors and outdoors and evaluated the range of activities on offer, in discussion with the manager.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the club.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The majority of staff and the manager have a good knowledge of safeguarding and are secure in their understanding of the signs and symptoms of abuse and the procedures to follow should they suspect a child is at risk of harm. The manager carries out some appraisals and supervision meetings with the staff. However, these are not fully targeted at identifying and addressing gaps in staff's knowledge and some weaknesses in staff practice. For example, she has not identified that some staff are less confident in expressing their knowledge of some safeguarding issues. However, this does not impact on the safety of the children. The manager and committee members have made positive progress in addressing the weaknesses raised at the last inspection. However, they have not fully identified all areas for improvement in their self-evaluation process and acted on these to raise the standard of the setting to good. Risk assessments are in place to help ensure potential hazards to children are minimised. Staff monitor who enters and leaves the setting, checking that children remain safe and cannot leave unaccompanied. A clear recruitment process is in place and there are effective procedures to check the ongoing suitability of staff working at the setting.

Quality of teaching, learning and assessment is good

Staff understand that children may want some time to relax after a busy day at school and take this into account when planning sessions. Staff support children in their play, encouraging them to be independent, but are always ready to provide help and guidance if needed. Children develop an awareness of information and communication technology resources as staff provide handheld devices with a variety of age-appropriate games. Children talk to visitors enthusiastically about their experiences. They enjoy the additional benefits of working with professional sports leaders, and drama groups who bring favourite book characters to life. Staff promote children's communication and language skills very well. They encourage conversations and ask children questions associated with their play. Children take part in creative play and express their thoughts and feelings. For example, they enjoy experimenting with glue and materials to make designs and are well motivated to follow their own ideas and interests.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's safety and welfare are not always fully assured. However, there is a seamless transition from school to the club. Several staff also work in school during the day and they work collaboratively with the teachers to meet children's individual needs and support continuity in learning. Staff provide a wide range of resources that enhances children's enjoyment. As a result, children are keen to join in and remain engaged in purposeful play. Staff promote healthy lifestyles as they support children to follow suitable hygiene practices and enjoy healthy foods. Physical activity is positively promoted. Children have periods of time outdoors, benefiting from being active and enjoying the fresh air. They are developing an awareness of others and the boundaries that are in place for their safety.

Setting details

Unique reference number	253552
Local authority	Lincolnshire
Inspection number	1058070
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	4 - 11
Total number of places	40
Number of children on roll	84
Name of registered person	Scothern Kids Club Committee
Registered person unique reference number	RP905239
Date of previous inspection	10 March 2015
Telephone number	07944 709024

Scothern Kids Club was registered in 1998. The club employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The club opens one day a week, on a Tuesday, during school term time. The session is from 3.15pm to 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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