

# Kid's Rock Club

St Paul's Church Hall, Springfield Road, Sale, Cheshire, M33 7XG



## Inspection date

29 November 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider does not ensure that all records are easily available for inspection purposes, for example, records of staff suitability checks.
- The system for staff supervision is not yet fully established to further raise the already good quality of practice and performance to the highest level.
- The systems to share and gather information from schools about children's individual interests and capabilities are not fully in place, in order to ensure children receive complementary experiences in the club.

### It has the following strengths

- The well-qualified provider places great importance on reflecting on and evaluating the quality of the provision. Staff, parents and children are able to contribute their ideas and suggestions. This successfully supports continuous improvements.
- Warm, welcoming and friendly staff quickly establish strong relationships with all children. Children's individual needs are known and well met. Children are actively encouraged to try new activities and experiences, which helps to support their motivation and willingness to have a go.
- Children behave well. Staff are positive role models They teach children to use good manners, develop independence and respect themselves and each other. Older and younger children play cooperatively together. They arrive happy and in high spirits.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- ensure all required documentation, including staff records, is easily available and accessible at all times. 31/12/2016

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

- embed the newly introduced system for staff supervision to provide further opportunities for staff to enhance their already good knowledge and skills
- develop the newly established relationships with schools to gather more detailed information about all children's individual skills and interests in order to extend their experiences.

## Inspection activities

- The inspector viewed all areas of the club, observed play and learning opportunities for children and spoke to the provider, staff and children at appropriate times.
- The inspector completed an evaluation of an activity with the provider.
- The inspector looked at relevant documentation and children's records, discussed the setting's self-evaluation and action plans, policies and procedures and risk assessments, and checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents.

## Inspector

Layla Louise Davies

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. However, the provider does not ensure that all records are easily accessible and available. Nonetheless, she ensures that staff understand child protection procedures and how to report any concerns about abuse or neglect. Policies and procedures are used well to keep the environment safe. Risk assessments and daily checks are completed indoors and outside. A security camera and doorbell entry system prevent any unauthorised access. Staff have regular team meetings and attend training to keep updated with any changes to legislation, policy and practice. They have started to have one-to-one meetings with the provider which generally help to develop their effectiveness in working with children. However, these are not yet fully established to influence the quality of practice. Partnerships with parents are well established. Staff keep parents informed about activities and events. They gather information about children's interests at home to support planning. This helps to provide consistency for all children's care and learning.

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

Older children help younger ones to form letters on white boards, as staff spell the words phonetically. This helps children to develop writing skills. Staff are in the process of developing relationships with local schools. However, the information shared focuses more on care needs, rather than children's individual interests, skills and capabilities. Nonetheless, staff reinforce general school themes, such as Christmas, well. For example, children are helped to develop creativity as they enjoy colouring in Christmas pictures. Furthermore, staff provide a nativity role play area, which helps to support their imaginative play. Overall, this helps to support children's learning in school. Staff join in with children as they play. They help younger children to manoeuvre players on a table football game. Children delight when they score a goal and staff praise them. This contributes towards their self-esteem. All children enjoy using handheld computer games. This helps to develop their awareness of using technology. As boys make models they carefully consider which pieces to add to their constructions. This contributes towards their physical skills and concentration.

### Personal development, behaviour and welfare are good

The key-person system is effective. Staff gather detailed information from parents and provide flexible visits for children before they start. This helps children to develop a sense of belonging and confidence in the surroundings. All children are collected from school by consistent staff. This helps them to settle quickly and feel secure. Outdoor facilities are good and children have daily opportunities to be physically active outside. Staff teach children about keeping safe on the walk from school. Even the youngest children understand that they must wear a high-visibility jacket on the journey. Furthermore, regular visits from people in the community, such as the local crossing patrol person, contribute towards their awareness of road safety. Staff provide a range of freshly prepared snacks and promote positive hygiene routines. This helps to support children's healthy lifestyles. Children relax after the school day. Girls sit together on comfortable beanbags as they dress dolls in warm clothing.

## Setting details

<b>Unique reference number</b>	EY496639
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1078565
<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>	72
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Kid's Rock Club Ltd
<b>Registered person unique reference number</b>	RP909361
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01619738910

Kid's Rock Club registered in 2016. The club employs seven members of childcare staff. Of these, one holds an appropriate qualification at level 6, one holds level 5, three hold level 3 and two hold level 2. The setting opens each morning from 7.30am and after school until 6pm, and provides some sessions between 9am and 3pm, during school term times. It also operates from 7.30am to 6pm during all school holidays.

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