

Endike Kids Club Ltd

Endike Academy, Endike Lane, Hull, HU6 7UR



Inspection date	6 September 2017
Previous inspection date	Not applicable

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

- Children are happy and develop good social skills. For example, children play alongside their friends happily. They choose who they want to play with and develop strong friendships across a range of ages. Children behave well.
- Staff have a good awareness of how young children learn. They use their knowledge to help children to develop skills that complement their learning in school. Staff encourage children to talk about their experiences, listen to others and respond to questions.
- Children show good levels of independence as they store their personal belongings appropriately. They help arrange, select and prepare activities and breakfast, and pour their own drinks. Children follow good hygiene routines.
- Staff are supported by the manager to continue their professional development. They are encouraged to attend regular training, and to complete higher level qualifications to further extend their knowledge and understanding.

It is not yet outstanding because:

- Staff do not gather enough detailed information from parents on entry into the setting, and on an ongoing basis, about children's individual skills and interests so that their home experiences can be further complemented at the breakfast club.
- Monitoring and supervision procedures for staff are not yet highly focused on strengthening the good quality of interactions even further.
- Staff do not gather the views of all parents and children to further assist them in identifying areas for development and future improvement.

What the setting needs to do to improve further

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

- strengthen ways to help parents share what they know their children can do at home, on entry into the setting, and on an ongoing basis to fully complement children's experiences
- use systems for staff supervision more effectively to evaluate the impact of staff's practice to help to raise the quality of interactions to an even higher level
- improve systems for seeking the views of all parents and children that inform self-evaluation and help identify further areas for future development.

Inspection activities

- The inspector observed the activities and interactions between staff and children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector had a tour of the areas used. She held meetings with the manager at appropriate times during the inspection. The inspector also discussed the club's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the club's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection issues and know what procedures to follow should they have any safeguarding concerns. They understand how to implement policies and procedures, in order to help to keep children safe. Staff work well with the host primary school to ensure children's welfare is fully protected. Overall, staff receive regular support and guidance from the management team. They work well together to provide a safe environment and hold suitable first-aid qualifications. The manager and staff conduct effective risk assessments. They use clear explanations to help children learn to recognise and manage potential hazards. The manager demonstrates a keen and positive attitude to improving the quality of the club. She has identified and implemented some ways to develop the club further. Staff have developed good links with the host primary school and communicate effectively with the teachers. For example, staff reflect the school's topics in activities at the club. This joint approach complements children's learning in school. Overall, staff have established good relationships with parents. They speak to them daily and exchange general care information. Parents comment that they are very happy with the service provided.

Quality of teaching, learning and assessment is good

Staff provide stimulating activities for children to enjoy and support children well. Staff monitor the progress that children make, for example, through regular observations of children's play. They use this information well to plan activities that support children's skills and interests. Children use small-world and role-play toys to act out real and imaginary experiences. They show their own ideas and thinking, demonstrating their understanding of the world they live in. Children enjoy talking to each other and staff about their choices and play. Younger children socialise with older children and this helps to prepare them for their move to and within school. Staff join in with children as they play, explore and take part in physical activities. Staff ask purposeful questions to encourage children to think and respond. This helps to support children's speech and language skills and developing relationships with each other.

Personal development, behaviour and welfare are good

Children are extremely happy and secure. New children are supported well to settle into the environment. They enjoy the freedom to independently help set up and explore the experiences on offer. Staff are positive role models. They listen carefully to children and encourage them to try out new skills. Children learn to prepare and spread their own topping on crackers for their breakfast. This helps to promote children's confidence and independence. Staff provide children with a selection of balanced snacks to help them to acquire an awareness of healthy eating. Furthermore, staff have a good understanding of children's allergies and dietary requirements. Children are well behaved, know the codes of behaviour and respond easily to instruction. Staff place a good priority on teaching children how to stay safe. For example, children are reminded to sit on the chairs safely.

Setting details

Unique reference number	EY489579
Local authority	Kingston upon Hull
Inspection number	1015887
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 - 8
Total number of places	24
Number of children on roll	23
Name of registered person	Endike Kids Club Ltd
Registered person unique reference number	RP904924
Date of previous inspection	Not applicable
Telephone number	01482 616461

Endike Kids Club Ltd registered in 1993 and re-registered in 2015 due to a change in company status. The breakfast club operates from the community room within Endike Primary school. The club employs seven members of childcare staff, one of whom holds an appropriate childcare qualification at level 6 and five staff hold qualifications at level 3. The club opens Monday to Friday, from 7.35am to 8.55am term time only.

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