

<b>Inspection date</b>	31 October 2017
Previous inspection date	18 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is inadequate

- Procedures for obtaining Disclosure and Barring Services checks for all staff working with children are not secure. Also, required records are not readily available. Therefore, children's safety is compromised.
- Managers have not yet developed systems for gathering and reflecting on the views of children and parents, and use this to inform the process of self-evaluation and drive continual improvement.

### It has the following strengths

- Children and staff enjoy good relationships. Children share information about their day with staff. They share experiences they are planning with their families, such as going 'trick or treating' for Halloween.
- Children enjoy being physically active. They climb, run and use a good variety of resources and equipment to support their physical development. Older children involve the younger children in their ball games, supporting their social skills and friendships.
- Children can select from a variety of resources and lead their own play. They know the importance of sharing and negotiate well when using specific resources, such as electronic equipment during popular activities.
- Staff meet regularly as a team, and plan activities together. They identify and access suitable professional development opportunities and share new ideas and information with the wider team.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure there are secure procedures for obtaining an enhanced Disclosure and Barring checks in respect of every person aged 16 and over who works directly with children</li> </ul>	21/11/2017
<ul style="list-style-type: none"> <li>■ ensure all required records are accessible and available.</li> </ul>	21/11/2017

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

- seek, evaluate and act on the views of children and parents to drive continual improvement.

### Inspection activities

- The inspector observed the quality of staff interaction during activities indoors and outdoors, and assessed the impact this has on children's enjoyment and achievement.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector observed an activity with the manager.
- The inspector met with the manager. The inspector looked at relevant documentation and discussed processes for self-evaluation.
- The inspector spoke to several parents during the inspection.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Procedures for obtaining required Disclosure and Barring Service checks are not secure. Also, record keeping is poor. Required information reflecting the suitability of all staff is not available. Therefore, suitable arrangements are not in place to ensure children are safe. That said, staff demonstrate a clear understanding of the different types of harm and neglect and the procedures for raising concerns about a child in their care. Security measures ensure that children cannot leave the premises unsupervised. Staff ensure only named people can collect children. Visitors record their attendance at the club and staff do not leave them unattended with the children. Staff check all areas children use prior to their arrival before- and after-school. Clear information from parents about their child, their dietary, medical and individual needs enable staff to meet them appropriately. Staff meet regularly as a team and reflects on their own practice and the service they provide. However, comments from children and parents are not sought or used to identify particular strengths within the service and areas for development. Partnerships with the school are secure and communication is good. Parents speak positively about the club, the staff and the activities provided.

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

Staff work in partnership with parents. They gather information that they use to plan for their child's needs. Staff have effective relationships with teaching staff and use their knowledge of themes in school to continue children's learning in the club. Children share their ideas and staff encourage them to build on their interests. For example, they create bats with various pens, glitter, glue and ribbons in readiness for Halloween. Children show healthy competitiveness while playing board games. They use their imagination with small-world play and recreate familiar experiences. For example, younger children enjoy caring for a variety of dolls. Children use their small-muscle skills well. They pat, mould and manipulate materials, such as dough, while making pretend cakes. They enhance their skills using tools such as scissors as they cut the dough into different shapes and sizes and fill cake cases before pretending to cook them. Children have opportunities to complete their homework with support if they wish to.

### Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding practice have an adverse effect on children's safety and welfare. However, children enjoy plenty of fresh air each day and also engage in team games within the adjoining hall, for example, playing dodgeball. They learn, which foods are good for their health and well-being. They enjoy preparing their own snacks, making choices about food. Children follow clear hygiene routines and meet their own personal needs. They understand the importance of washing their hands at appropriate times. Staff consistently supervise children's bathroom routines due to the distance between the main play areas and the bathroom facilities. Children behave well. They are kind and considerate towards each other. Staff encourage children's confidence and self-esteem. They offer praise and encouragement and acknowledge children's good behaviour. Children learn about diversity and the wider world. They engage in activities that broaden

their awareness of different cultural events and traditions. Resources support their awareness further and children try foods from different countries at snack time during these celebrations.

## Setting details

<b>Unique reference number</b>	257574
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1103377
<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>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	KIWIS Club Committee
<b>Registered person unique reference number</b>	RP517427
<b>Date of previous inspection</b>	18 November 2014
<b>Telephone number</b>	0121 788 6510

KIWIS registered in 2001. It is situated in Kingshurst Primary School in Kingshurst, Solihull. The club employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday term time only. Sessions are from 7.45am to 8.45am and from 3.30pm 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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