

# Tuebrook Kids Club

6 Sandringham Road, Tuebrook, Liverpool, Merseyside, L13 8BY



<b>Inspection date</b>	12 January 2018
Previous inspection date	15 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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		Good	2

## Summary of key findings for parents

### This provision is good

- Self-evaluation is effective. Managers are dedicated to providing a quality provision and have a good understanding of what the setting needs to do to improve further.
- Staff have a good understanding of how children learn. They use information from parents to establish what children can do when they start and use this to plan appropriate activities to promote learning and development.
- Children successfully develop their self-help skills. For example, they use different-sized spoons to serve their own lunch and they pour their own drinks. This prepares children for the next stage in their learning.
- Children work comfortably in the range of development typical for their age and make good progress from their starting points. Staff swiftly identify and address any gaps in children's achievement and seek appropriate support when required.

### It is not yet outstanding because:

- Occasionally, staff do not give children time to respond to the questions they have been asked.
- Current arrangements for staff development do not focus strongly enough on raising the already good quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- provide children with enough time to develop their critical-thinking skills
- develop arrangements to support staff in raising the quality of teaching even further.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector held a leadership and management meeting with the provider.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to some parents and took account of their views.

### Inspector

Kayte Farrell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident with the procedures they need to follow if they have concerns about the welfare of a child or the behaviour of a staff member. They have a good understanding of what constitutes a safeguarding concern. Staff suitability is checked and recruitment procedures are robust. Staff undertake a rigorous induction programme. They have attended training to support children who have special educational needs (SEN) and/or disabilities. All qualified staff hold a valid paediatric first-aid certificate. Staff work closely with professionals and are knowledgeable about the services available to children and families in the local community. The provider analyses tracking data to successfully monitor and plan for any gaps in children's attainment.

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

Staff promote children's early writing skills very well in the setting. For example, babies use messy play activities to manipulate and make marks, while toddlers practise lines and circles using the upright chalkboard. Younger children begin to learn about different concepts. For example, they watch dry sand change when they add water. Staff use this opportunity to extend children's vocabulary and introduce new words. Children use digging equipment to search for hidden objects in the sand. When reading a familiar story, staff stop at various intervals and encourage children to fill in the missing words and phrases. Furthermore, children confidently sing their favourite songs from memory. This helps to develop their communication and language skills.

### Personal development, behaviour and welfare are good

Staff reinforce good manners and encourage children to be polite. Children demonstrate a great deal of patience, particularly when waiting to use equipment. For example, they watch the egg timer eagerly and count down until it is their turn. Partnerships with parents are effective. Parents are complimentary about the setting and are confident that their children are well-cared-for and happy. There is a good two-way flow of communication between the setting and parents. For example, 'home link books' are used to share information about children's learning. The key-person system is effective. As a result, new children settle quickly and transitions to the next room are smooth.

### Outcomes for children are good

Children's concentration skills are very good. They are active learners and eager to take part in the range of activities provided. Older children understand about making healthy choices and the impact of healthy food. For example, they talk about how eating vegetables will make them big and strong, which will give them strength when preparing the planting area outdoors. Children are starting to gain an understanding of how to keep themselves safe. For example, they talk about how they must not go too high on the bigger swing, compared to how high they can go on the smaller swing.

## Setting details

<b>Unique reference number</b>	322357
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1103748
<b>Type of provision</b>	Full-time 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>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Ann Douglas
<b>Registered person unique reference number</b>	RP907999
<b>Date of previous inspection</b>	15 October 2014
<b>Telephone number</b>	0151256 6422

Tuebrook Kids Club registered in 1990. The setting operates from a house in Tuebrook, Liverpool. It opens Monday to Friday from 7.45am to 5.45pm all year round, with the exception of bank holidays and one week at Christmas. The setting offers out-of-school provision. It provides funded early education for two-, three- and four-year-old children. The setting employs 11 members of childcare staff who work directly with the children. Of these, one holds an appropriate early years qualification at level 6, eight hold early years qualifications at level 3, and two staff members hold early years qualifications at level 2.

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