

# Kidzco Out Of School Care

St. Leonards Church, Marshalls Brow, Penwortham, Preston, PR1 9JA



## Inspection date

Previous inspection date

5 July 2018

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

- The staff team provides a nurturing, comfortable and welcoming environment for children and their families. Children of all ages are encouraged to learn from each other and work together as a team. This creates a real family feeling in the setting.
- Staff are suitably qualified and have a good understanding, overall, of the importance of learning through play. Together, they plan developmentally appropriate activities and experiences, which reflect children's interests and complement their learning in school.
- Children's share resources, take turns and their behaviour is very good. Staff help children to follow rules and routines, be considerate and show compassion for others.
- Staff are committed to continually improving their knowledge and the quality of the provision. They seek the views of children and parents as part of this process.
- Partnerships with parents are very good. Parents say that staff know their children well and help them to feel safe and happy in the setting.

### It is not yet outstanding because:

- Sometimes, staff undertake tasks for children which they are capable of doing themselves.
- Children are not consistently encouraged to think about and solve problems as they play.
- Although relationships with local schools are good, there is scope to strengthen the way information about children's individual needs is gathered.

## What the setting needs to do to improve further

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

- provide greater opportunities for children to do things for themselves and develop their independence skills even further
- extend opportunities for children to think about and solve problems
- review and enhance the way in which information is gathered from schools to support children even further.

### Inspection activities

- The inspector viewed the parts of the building used by the setting.
- The inspector spoke to staff and children during the inspection.
- The inspector viewed a range of documentation, including policies and procedures, suitability checks and children's records.
- The inspector observed the quality of staff interactions and children's engagement during activities.
- The inspector spoke to parents and took into account their views.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. A range of robust policies and procedures is in place and evident in practice. There are good systems for the safe recruitment, induction and ongoing supervision of staff. Suitability checks ensure that staff are safe to work with children. Risk assessments reduce hazards in the setting. Children are well supported to think about dangers and assess risks for themselves. For example, when children are collected from school, staff remind them about road safety and closely supervise them as they walk to the setting. Staff are passionate about developing their understanding and skills. Training is planned to meet individual staff and setting needs. This has a positive impact on practice. Where appropriate, staff work with other external professionals and agencies to meet children's specific needs. Parents feel very welcome in the setting. They value staff highly, appreciate the flexible service they receive and feel well informed about what their children do and learn.

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

The learning environment is well organised and inviting for children. There is a range of interesting and good-quality resources, toys, tools and equipment for children to access. Children are encouraged to share their ideas as part of planning. Staff take these into account when organising the environment. However, they are very flexible in their approach and quickly alter the spaces in response children's changing needs. For example, they created a safe area for an unplanned game of tennis. Overall, staff use their good knowledge of children's interests and prior learning to plan challenging activities which engage them. For example, children entered the setting full of excitement about plans they had made with staff the previous day. They were keen to find out if they could make a paper aeroplane and discover which would fly the furthest. Staff helped children to use rich, descriptive and mathematical language as they made and tested out their aeroplanes.

### Personal development, behaviour and welfare are good

Children are well supported when they start in the setting. Staff work with parents to find out about children's likes, dislikes and what is important to them. They get to know children as individuals and help them to settle quickly. Upon collection from school, staff talk to children about their experiences throughout the day. They show sensitivity and consideration for how children are feeling. Staff recognise when children need time on their own and provide quiet spaces for them to relax. They offer children reassurance and gentle support until they are ready to engage in play with their peers. This helps children feel secure. Children are encouraged to make healthy choices and have regular exercise. Snacks are nutritious and children have access to drinks so that they remain hydrated.

## Setting details

<b>Unique reference number</b>	EY501623
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1052699
<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 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Gladys Maureen Brown
<b>Registered person unique reference number</b>	RP911036
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07703345344

Kidzco Out Of School Care registered in 2016. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications. Two hold qualifications at level 3, one holds a qualification at level 2 and one is qualified to level 1. The setting opens from 3.15pm to 6pm from Monday to Friday during term time.

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