

St Bridget's Kids Club

St Bridget's C of E School, Brigham, Cockermouth, Cumbria CA13 0TU



Inspection date	30 October 2018
Previous inspection date	23 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The committee, manager and staff team have worked hard to complete the action and recommendations set at the last inspection. As a result, the quality of teaching has improved, and the sharing of information between settings and the systems to ensure the suitability of all those associated with the provision are now in place.
- The well-qualified manager and staff team work closely with the host school to organise the learning environment very effectively for children. They provide a homely environment that is imaginatively and creatively arranged to provide a stimulating play space. This helps children to explore the resources independently and follow their own interests.
- Partnerships with parents and the host school are strong. Staff keep parents and teaching staff regularly updated with children's achievements, and continually share information about children's next steps to support their learning further. Parents and carers state that they are very happy with the service provided and the communication systems in place.
- Children develop secure relationships and close bonds with their key person. Staff show a genuine care of all children and value them as individuals. Children behave appropriately and their emotional well-being is fostered well.

It is not yet outstanding because:

- The management team do not yet fully utilise systems for staff supervision to identify ways to build on their already good practice.
- Occasionally, staff miss opportunities to further develop children's mathematical skills.

What the setting needs to do to improve further

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

- strengthen the systems that are in place for staff supervision and focus on raising the quality of teaching to an even higher level
- build on opportunities to develop children's mathematical skills further for maximum effect.

Inspection activities

- The inspector observed the activities indoors and outdoors, and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and headteacher. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents and carers during the inspection and read the statements provided, taking account of their views.

Inspector
Carys Millican

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have an appropriate knowledge of child protection issues and understand what action to take if they are concerned about the welfare of any child in their care. Policies and procedures are implemented well, and contribute to the smooth running of the wrap-around session and out-of-school facilities. Staff supervise children closely during activities and ensure children access a safe and secure environment. The management team operates an effective system for recruitment and ensures that all suitability checks are in place for all those associated with the provision. The manager works closely with the headteacher, staff and parents to identify additional key areas for improvement. Partnerships are strong. Parents and carers are highly complimentary about the staff and the service provided for their children.

Quality of teaching, learning and assessment is good

Planning is based on children's individual needs and interests, which optimises opportunities for learning. Staff use good questioning techniques and allow children time to think and respond before intervening. Children learn to share and take turns while playing matching games. Their language and communication skills are extended while naming familiar objects and colours they recognise. Children develop their creativeness during baking and role-play activities. For example, they act out experiences as hairdressers in the home corner. Staff work closely with teaching staff to ensure continuity of learning and continue the good support provided for children and their families. Observation and assessment provide a clear picture of the progress younger children make. This is used well to complement all children's learning.

Personal development, behaviour and welfare are good

The wraparound sessions have a massive impact on preparing the youngest children for their move on to school. Staff are very supportive and know the children well. They adapt activities to ensure children's interests are taken into account from the start. Staff encourage children to make their own choices. For example, children decide what to drink and eat at snack time. Staff help promote children's health, well-being and physical skills. They sit with children, closely supervising them while supporting independence, good hygiene routines and self-help skills. Staff know the children well. They talk to children in a calm manner and support their emotional well-being and behaviour with good effect. Children have access to safe and secure outdoor play areas where they enjoy fresh air and exercise.

Outcomes for children are good

Children make good progress from their starting points and continue to develop their key skills for school. They are motivated, keen to join in and becoming effective learners. Children enjoy singing and count readily as they play. They learn to communicate effectively with staff in small-group activities where they listen carefully and learn to follow instructions. Children enjoy themselves and have fun.

Setting details

Unique reference number	317449
Local authority	Cumbria
Inspection number	10079558
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	24
Number of children on roll	105
Name of registered person	St Bridget's Kids Club Committee
Registered person unique reference number	RP518389
Date of previous inspection	23 May 2017
Telephone number	07542093960

St Bridget's Kids Club registered in 1997. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, during term time only. Pre-school sessions are from midday until 3pm. Out-of-school sessions are from 7.50am until 9am and from 3pm until 6pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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