

# Grange Kids Club

Fell Drive, Grange-over-Sands, Cumbria LA11 7JF



<b>Inspection date</b>	23 November 2018
Previous inspection date	10 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Met</b>	<b>1</b>
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		Not Applicable	

## Summary of key findings for parents

### This provision is good

- Staff warmly welcome children to the club, who arrive happy and quickly settle into the routine. They thoroughly enjoy conversations with staff and readily share experiences from their day at school. Children benefit from positive relationships with staff. They are increasingly confident and show that they feel safe and secure within the club.
- Staff sensitively join in with children's play and skilfully adapt their interactions, depending on children's needs at that time. For example, staff are nurturing and reassuring when younger children are unsure of new visitors to the club, strongly promoting children's emotional well-being. Staff are then playful with older children, who enjoy spirited competition with staff.
- The club is well run and managed. The manager and deputy, who make up the staff team, work together closely. The manager provides good support for her deputy. She monitors staff practice and interactions, and provides feedback to support and drive further improvements to practice and interactions.
- Parents speak highly of the club and staff team. They comment on how much their children enjoy attending and the range of activities on offer. They receive clear information about the club through ongoing daily discussions with staff and information posted on the parent notice board.
- Professional development focuses on the mandatory training staff are required to complete rather than looking into opportunities to enhance their overall good practice.
- Although, overall, there are strong links with the host school, this does not extend to seeking information regarding individual children, to help staff to further complement their learning.
- Self-evaluation is not sufficiently incisive to help set challenging targets and raise the quality of practice to the highest levels.

## What the setting needs to do to improve further

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

- explore a wide range of professional development opportunities that aims to raise the quality of practice to the very highest levels
- strengthen the focus of self-evaluation to create incisive evaluations and set challenging targets that aim to raise the quality of the provision to the highest level
- extend partnership working with the on-site school and seek further information that fully supports and complements children's experiences and learning.

### Inspection activities

- The inspector observed the quality of interactions and between staff and children.
- The inspector carried out a joint observation with the club manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the club manager and deputy.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and deputy have a firm knowledge and understanding of safeguarding issues and the procedure to follow when reporting concerns. Staff receive regular training, including all aspects of the wider safeguarding remit. Staff utilise links with the on-site school, which regularly shares safeguarding information, such as updates to legislation and local safeguarding board procedures, further supporting staff's good knowledge and understanding of safeguarding. Staff carry out daily and ongoing safety checks of the premises and are well deployed throughout the session to supervise children and the activities.

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

Staff plan activities based on children's known interests, current themes and topics from school. They interact very well with children and encourage them to build on key skills. Children show staff how their bread sticks resemble unicorn horns. Staff join in with their ideas and introduce other objects that could be horns. They encourage children to identify and compare the different sizes, promoting their mathematical thinking and vocabulary well. Children have daily opportunities to be active and engage in physical play. They thoroughly enjoy ball games in the school hall and make use of the range of outdoor equipment. Children particularly enjoy using ribbon streamers. They giggle as they run around the hall watching the ribbons move around in the wind behind them. Staff help extend upon children's ideas as they model different ways to use them, such as making different shapes and the letters of their name. These opportunities strengthen children's physical skills well.

### Personal development, behaviour and welfare are good

Children play very well together and make friendships across the age groups. For example, younger children relish the praise they receive from their older peers during a game of football. Staff promote children's good health and provide them with opportunities to make healthy choices. For example, children wash their hands before eating and staff talk to them about the healthy snacks they have chosen. All children have good opportunities to be independent, relative to their age. For example, younger children help to tidy away during the session and older children wash up after snack and put away the plates and cups. Children learn about the wider world, in context with their learning at school. For example, staff follow some of the festival celebrations from school to inform planned activities. Children enjoy learning about Chinese New Year, Diwali and harvest festival.

## Setting details

<b>Unique reference number</b>	EY268362
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10083142
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	16
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Grange Kids Club Committee
<b>Registered person unique reference number</b>	RP520917
<b>Date of previous inspection</b>	10 June 2014
<b>Telephone number</b>	01539 532 392 and 07340714878

Grange Kids Club registered in 2003. The club operates from Grange-over-Sands Primary School in Cumbria. The after-school club operates Monday to Friday, from 3.15pm until 6pm. A holiday club is also provided for two weeks during the summer holidays and runs from 8.30am until 5.30pm. The club employs two members of childcare staff to work directly with children, both of whom hold early years qualifications, including the manager, who holds qualified teacher status.

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