

# Westhoughton Kids Club



Westhoughton Kids Club, Acorn House, Dams Head Fold, Westhoughton, Bolton BL5 3JH

<b>Inspection date</b>	28 November 2018
Previous inspection date	Not applicable

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

### This provision is good

- Children are happy and settled. They share good supportive relationships with their key person. This helps to foster their emotional security. Older children say that they enjoy attending the club and that they feel safe there.
- Staff are positive role models. They know the children well and set high expectations for their behaviour. Children play well together and take turns with resources.
- Staff make regular observations and assessments of children's learning. They plan appropriately for what children need to learn next, to help to support their individual development. Managers monitor the progress of different groups of children. They highlight any potential gaps in their learning and close them quickly.
- Strong partnership working with parents and other professionals helps to provide a shared approach to support children's learning and their welfare.
- Managers use their skills well to support effective staff supervision. Observations of staff practice help to inform a programme of targeted training. This contributes to enhancing the professional development of staff.
- Sometimes, during group activities, staff do not take account of the different stages of development of children taking part, to support their engagement fully and maximise their learning.
- Outdoor learning opportunities are not as varied and stimulating as those indoors and do not consistently build on the interests of those children who prefer to learn outdoors.

## What the setting needs to do to improve further

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

- ensure that during group activities staff consistently take account of the different stages of development of the children taking part, to support their engagement fully and maximise their learning
- plan more outdoor learning opportunities to build on the interests of those children who prefer to play outside.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this had on children's learning. A joint observation was carried out with the manager.
- The inspector held meetings with the manager of the pre-school and the manager of the club. She looked at a selection of documentation, including children's learning records, staff training and safeguarding procedures.
- The inspector went on a tour of the premises. She accompanied staff and children on a walk to the local park.
- The inspector considered evidence of suitability checks carried out for all staff.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

### Inspector

Kate Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff recruitment and induction procedures are robust. Managers and staff have a secure understanding of potential signs and symptoms of abuse. They know the correct procedures to follow in the event of a concern about a child's welfare or a member of staff's conduct. Effective risk assessment helps to support children's safety in the setting and on outings into the local community. Managers seek the views of staff, parents and children to help evaluate the quality of the provision. Future development plans are meaningful and demonstrate a commitment to driving forward continuous improvement. Parents' comments are very positive about the quality of the provision and the caring and supportive nature of the staff. They say that they feel well informed about their children's learning and their daily routines.

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

Children's language development is well promoted. Staff make regular assessments of children's ability to listen, follow instructions and communicate their thoughts. They plan a range of activities to help support children's confidence in group learning. For example, children eagerly convey their own ideas as they put on a puppet show for their friends. Staff ask questions about what is happening as they read a story to children. This helps to support children's recall and their literacy skills. Staff encourage children to count and to recognise shapes, which contributes to promoting their mathematical development. Children enjoy expressing their own ideas as they create unique collages with pasta, glue and paint. They use their imagination as they build a habitat in the sand for some of the small-world figures.

### Personal development, behaviour and welfare are good

Children take appropriate risk in their play. For example, they delight as they investigate jumping in puddles. Children are learning ways to help keep themselves safe. For example, they understand the importance of standing on the side of the pavement furthest from the curb. Children know that this helps to keep them away from the cars as they walk to the local park. Children take part in a daily half-mile walk outdoors. This exercise in the fresh air helps to support their physical development and their well-being. Staff promote children's self-help skills well. For example, children serve themselves at snack time and peel their own fresh fruit. Staff use praise and encouragement effectively. Children demonstrate a sense of belonging and make some independent choices about their play.

### Outcomes for children are good

All children are making steady progress in their learning. Children are enthusiastic and curious. They enjoy filling different containers with water and manipulating dough. This contributes to promoting their physical development. Children are learning to recognise individual letters and the sounds that they represent. This helps to support their literacy skills. Children are gaining an awareness of diversity. They are acquiring skills that will help to support them in the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY539538
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10079233
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	110
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Kiddy World Ltd
<b>Registered person unique reference number</b>	RP539537
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01942 790528

Westhoughton Kids Club registered in 2016. It employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The club opens from Monday to Friday, all year round, with the exception of bank holidays and one week over the Christmas period. Sessions are from 7.30am until 6pm. The club provides a school drop-off and pick-up service from several local schools to link with its breakfast and after-school service. It also provides funded early education for two-, three- and four-year-old children. These sessions are provided between 9am and 3pm, during term times only.

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