

# The Great Escape Kids Club



Mount Street Academy, Mount Street, LINCOLN LN1 3JG

<b>Inspection date</b>	5 March 2019
Previous inspection date	14 July 2015

<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 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

- Children are happy and are eager to come into the club. They quickly engage themselves in a wide range of activities and demonstrate good levels of interest in their play.
- Staff support children's communication skills effectively. They hold meaningful discussions with children and listen to their views. Children talk confidently and are keen to share their thoughts and ideas.
- Staff ensure that parents are consistently updated with news and events. Parents speak highly of the staff who care for their children. They say staff are friendly and keep them updated with regard to the activities children take part in.
- The manager and staff work closely with teachers at the host school. Staff find out what children have been learning. They use this information to help children build on skills. For example, when children learn about 'Pancake Day' at school, staff encourage children to make pancakes using play dough. Children cut out circle shapes and flip them in the air. This helps them develop their imagination based on their own first-hand experiences.
- The manager carries out regular supervision sessions and team meetings with staff that enable them to identify their own strengths and areas for improvement. Staff are supported to develop professionally. For example, they attend training to develop their understanding of how to support children's interests through play.
- Children demonstrate that they are emotionally secure. For example, they show close attachments with staff and seek them out to share their views and interests.
- Occasionally, staff miss opportunities that arise to develop children's understanding of healthy eating and the effect it has on their bodies.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to understand the importance of healthy eating and how it supports their good health.

### Inspection activities

- The inspector observed the activities indoor and outdoors, and the interactions between staff and children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club's manager.
- The inspector held a meeting with the club's manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of child protection. They know where to report concerns about children's safety and welfare. The manager checks that staff are suitable to work with children. New staff receive a good level of support and follow induction procedures as a way to help ensure that they understand their roles and responsibilities. Staff complete daily safety checks of the environment and remove any identified hazards. This ensures children can play and explore safely. The manager evaluates staff's practice and the club's procedures, and seeks the views of parents and children. She reflects on activities to ensure that children are provided with experiences that they enjoy. Changes to the organisation of the environment have had a positive impact on children's engagement and behaviour. For example, children are now able to select from wider range of accessible resources and spend longer at activities.

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

Staff are well qualified and support children's play effectively. For example, they encourage children to think critically and to solve problems. When children play with construction toys, staff ask them what they will need to make a car. Children use different shapes and think about how they are going to fix pieces together. Children demonstrate a good imagination. They act out familiar scenarios as they play with their friends and pretend to be characters from their favourite stories. Staff support children to develop their creative skills. Children enjoy exploring the sounds made by musical instruments. Staff encourage them to identify what they hear and link this to familiar sounds in the environment. Staff encourage children to develop their understanding of mathematics. They encourage children to use numbers in games. Children understand that anything can be counted, including the number of steps they take.

### Personal development, behaviour and welfare are good

Staff encourage children to follow appropriate handwashing routines as a way to promote their personal hygiene. They provide daily opportunities for children to have fresh air and exercise. For example, children have use of the host school playground. Children show their physical skills, for example, as they use static equipment such as large tyres to balance and jump. Staff offer children a good range of toys and resources. Children access these independently, therefore allowing them to follow their individual interests. Staff gather information from parents when children first start about their child's dietary requirements. Children's health and well-being needs are promoted well. Staff encourage children to develop their own rules and boundaries in the club. Children say that they must 'be kind' and must use 'please' and 'thank you'. They behave well and learn to take turns, for example, when they play games in large groups.

## Setting details

<b>Unique reference number</b>	EY289128
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10064654
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	3 - 7
<b>Total number of places</b>	48
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	The Great Escape Kids Club Committee
<b>Registered person unique reference number</b>	RP904726
<b>Date of previous inspection</b>	14 July 2015
<b>Telephone number</b>	07905 603 795

The Great Escape Kids Club registered in 2005 and is located in Lincoln. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications, including one with qualified teacher status. The club opens from Monday to Friday during term time only. Sessions are from 7.30am until 9am and from 3.15pm until 5.45pm.

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