

# Cool Kidz @ Roebuck

THE ROEBUCK SCHOOL, Inkerman Street, Preston PR2 2BN



<b>Inspection date</b>	9 May 2019
Previous inspection date	11 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is outstanding

- The leadership and management of the club are exceptional. Managers are committed, passionate and show a continuous drive to maintain the very highest levels of care and practice. Together with the staff team, they evaluate the provision extremely well to bring about precise improvements.
- Children thrive as their emotional well-being, welfare and personal development are at the very heart of this setting. Staff are highly attentive to their needs and show a genuine interest during interactions. Children are confident, display excellent social skills and thoroughly enjoy engaging with new visitors to the club.
- Partnership working with the host school is outstanding. Managers are extremely proactive. They work tirelessly with school staff to carefully consider ways to work together, in superb support of the children attending and to fully complement the delivery of the early years foundation stage.
- Staff are very well qualified, and they challenge and stimulate children exceptionally well. They develop children's language and vocabulary effectively and have meaningful conversations during activities. Staff refer to teaching prompts on their lanyards, helping to maximise every opportunity to support and encourage children's learning.
- Children with special educational needs and/or disabilities receive superb care. Staff fully utilise the support available within the school. They work extremely closely with the school special educational needs coordinator to ensure children's needs are extremely well known and met.
- Children have superb opportunities to develop a deep understanding and respect of others through rich and varied experiences. For example, following a day trip to London with some of the older children, discussions were held about the similarities and differences between the different areas of the country.

## What the setting needs to do to improve further

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

- consider ways to embed children's understanding of the club rules even further to enhance their already excellent behaviour.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- 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's nominated individual, early years manager and club manager.
- 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 outstanding

Safeguarding is effective. Leaders and managers create a culture of vigilance where children's welfare is actively promoted. This leads to a shared understanding of, and responsibility for, the protection of children. All staff demonstrate their comprehensive knowledge of how to identify signs of abuse and the action to take in the event of a concern about a child's welfare. They are also extremely well trained to be alert of, and respond to, concerns about wider safeguarding issues. Recruitment, vetting and professional development procedures for staff are robust. Staff receive high-quality coaching and mentoring, including through formal supervision and appraisals. Staff work very closely with parents and have made substantial improvements to this area of practice. For example, parents are provided with a wealth of information about the club and what their children have achieved, and they are supported to continue experiences at home. Furthermore, staff have found novel ways to encourage parents' feedback.

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

Staff complement and support children's learning extremely well as they have a superb knowledge of individual children. They swiftly use all available information to inform planning and interactions. For example, staff use assessment information gained from Reception teaching staff and weave targets into various play opportunities. Staff then share their own observations and assessments with school staff, creating an extremely successful and effective collaborative approach to children's learning and development. Children thoroughly enjoy planting cress seeds. Staff ask well-posed and open-ended questions to promote children's thinking and communication skills. They carefully add the seeds and cotton wool and discuss what else they might need for the seeds to begin to sprout. Children have an abundance of opportunities to develop their physical skills. They relish using the wheeled toys and trikes. They learn to use their bodies as a catalyst as they wiggle the pedals, and they delight as they speedily move around the large hall.

### Personal development, behaviour and welfare are outstanding

The superb learning environment encourages children to make choices from a vast range of easily accessible resources. Children's artwork and creative contributions fill the walls, creating a familiar and personal environment for children and their families to enjoy. Staff seize every opportunity to promote children's development of independence. For example, when younger children struggle serving themselves at snack time, staff skilfully suggest ways to use the tongs more effectively to pick up their sausage. Children learn they are able to do things for themselves, greatly promoting their feelings of accomplishment and self-esteem. Children are highly cooperative and, with superb support from staff, their behaviour is exemplary. Staff offer specific praise so that children know what they have done well. Managers and staff have identified the potential to embed the club rules even further to deepen children's understanding of why they follow them. Good hygiene routines are consistently prioritised and children enjoy a wide range of nutritious snacks.

## Setting details

<b>Unique reference number</b>	EY478132
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10076013
<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>	4 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Community Council of Lancashire
<b>Registered person unique reference number</b>	RP910295
<b>Date of previous inspection</b>	11 February 2016
<b>Telephone number</b>	01772 760749

Cool Kidz @ Roebuck registered in 2014. The club employs four members of childcare staff, all of whom hold appropriate early years qualifications. The club opens from Monday to Friday during term time. Sessions are from 7.30am until 8.50am and 3.10pm until 5.45pm. A holiday club is offered depending upon demand.

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