

<b>Inspection date</b>	14 June 2019
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		Not Applicable	

## Summary of key findings for parents

### This provision is good

- The owner creates a culture of high aspiration that staff fully adopt. Staff follow the policies and procedures effectively, to provide children with good-quality care and plenty of fun experiences.
- Staff greet children enthusiastically when they collect them from class. Staff are interested in children's news and their day. As a result, children are keen to interact with their key person and other staff. Children demonstrate they feel safe and secure in the company of all staff.
- Staff encourage a democratic process as they seek ideas from children about what they would like to play with or have for snack. Children's behaviour is good. They learn to take turns through self-registering their turn on electronic equipment. The simply-applied procedure helps children to understand whose turn is next and develop a sense of fairness, as they all have an equal time allocated.
- Children enjoy many varied activities at the club. The well-organised equipment means they can freely locate and reach resources they need. For instance, they select figures to play with in the sand or pencils and paper to write or draw with.
- Parents are provided with plenty of information about the club. They say they are very pleased with the attentive care they feel staff provide for their children. Parents of children with special educational needs and/or disabilities feel staff are especially good at understanding their child's unique likes and needs.
- On some occasions, staff do not always take the opportunity to extend children's play and ask questions to help children to think or problem solve.
- Staff have not fully considered ways to extend children's understanding of families and ways of life beyond their immediate experiences.

## What the setting needs to do to improve further

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

- support staff to recognise when to extend the play activities so that children are provided with the highest quality experiences to practise and build on what they know
- build on the ways staff help children to understand about their wider world to help children to understand more deeply about people and communities beyond their own.

### Inspection activities

- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The inspector observed activities in the club rooms and he viewed the outdoor play area. He viewed the equipment being used on the day of the inspection.
- The inspector held meetings with the nominated person and the out-of-school club's manager.
- The inspector held a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

**Inspector**  
Frank Kelly

## Inspection findings

### Effectiveness of leadership and management is good

The owner implements robust procedures for recruitment, induction and vetting of staff. She ensures that staff have relevant training that promotes children's safety, such as safeguarding and paediatric first aid. Staff are provided with additional professional development opportunities. They are given support through regular supervision sessions to continually update their skills and knowledge. Safeguarding is effective. Staff understand their responsibilities to protect children from harm. They know who to contact should they have concerns about a child's welfare. This includes recognising the signs of wider safeguarding issues. Practically, staff implement the procedures for escorting and supervising children from class to the club extremely well. Children are encouraged to listen, follow instruction and older children take care with younger children. Managers meet regularly with the other teams in the organisation to share practice and ideas. The small staff team work very well with each other, creating a pleasant place for children to be.

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

Children arrive at the club eager to play. After attending to their own needs, such as putting away bags and coats, they enthusiastically make their way to play with friends. For instance, they take turns to shoot the ball into the basketball hoop. Children enjoy imaginative play with the dolls, dressing-up clothes and small-world figures. Children have freedom to socialise and younger children develop their social skills as they sit with older children to operate technology. Children talk with each other and approach staff throughout the session to share ideas. Staff engage with parents and school staff to gain ideas of activities that will support children's development during their play. Children show good concentration as they spend long periods of time using craft resources to create pictures or models. They gain chances to master using scissors and glue sticks as they create a pretend lollipop with paper shapes and a wooden stick.

### Personal development, behaviour and welfare are good

Children enjoy helping with tasks. They decide who will take orders for snack, wash the dishes and who can help to set up the table and clear away. Younger children beam when they are chosen to be the door monitor. They take their task seriously, holding the door ajar to let their friends pass through. These routines are securely embedded and support a culture of respect and showing care and cooperation with others. Staff help children to develop their understanding of healthy lifestyles, such as why nutritious food is good for them and how it helps to support children to have energy to play. Children enjoy a range of vigorous play and have opportunities to rest and relax after their busy day. Children's laughter and excited talk shows that they feel secure and happy in this well-run club.

## Setting details

<b>Unique reference number</b>	EY544231
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10103971
<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>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Firbobs Limited
<b>Registered person unique reference number</b>	RP901150
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07709807400

Firbobs@rockferry registered in 2017 and is located at Rock Ferry Primary School in Birkenhead. The club employs four members of childcare staff. Of these, three hold early years qualifications, at level 3 or level 6. The club opens from 7.30am to 8.45am and 3.30pm until 5.45pm Monday to Friday, term time only.

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