

Christ the King After School Club

Church of Christ the King School, Warren Farm Road, Birmingham, West Midlands B44 0QN



Inspection date	25 June 2019
Previous inspection date	6 March 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 atmosphere in the club is warm and welcoming. Children are happy and enjoy their time there. They are keen to spend time with their friends, and they have a good relationship with staff.
- Staff regularly review the environment for any potential hazards. They quickly address these to protect children and keep them safe.
- Children enjoy the activities provided. They settle quickly and enjoy telling the staff all about their day at school. They happily talk about the things they like most about the club, for example the creative activities and physical play. Children show great pride in their work.
- Children's behaviour is good. They are kind, caring and play cooperatively with each other. Staff act as good role models and provide gentle reassurance when needed. This helps to build on children's self-esteem and emotional well-being.
- Partnerships with parents are good. Parents say that staff are approachable, friendly and caring, and that they provide their children with a safe environment. They welcome the feedback they receive each day about their child. Staff take time to pass messages from the school directly to parents.
- There is an effective key-person system in place, and children's individual needs are met. Children engage in a range of opportunities for play, both indoors and outdoors.
- The manager does not focus staff professional development sharply enough on improving the quality of staff interactions with children to support their play as effectively as possible.
- The arrangements for self-evaluation are not as broad as possible, for staff to reflect fully on all aspects of practice. They do not consistently involve staff, parents and children in a drive for continuous improvement.

What the setting needs to do to improve further

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

- focus professional development more sharply on enhancing the quality of staff interactions with children and the support for children's play
- broaden the arrangements for reflecting on the quality of the provision and involve staff, parents and children in the drive for continuous improvement.

Inspection activities

- The inspector had a tour of the club and discussed with the deputy manager how the club operates.
- The inspector spoke to staff and children during the inspection and observed children at play, both indoors and outdoors.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to parents and children and took account of their views.
- The inspector spoke with the deputy manager and staff about their understanding of safeguarding.
- The inspector looked at evidence of the suitability of staff working in the club.
- The inspector also looked at a range of other documents, including policies and procedures, staff's qualifications and first-aid certificates.

Inspector
Nasreen Ghalib

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a secure understanding of how to keep children safe. All staff have attended safeguarding and paediatric first-aid training and are knowledgeable about signs and systems of child abuse. Staff have a secure knowledge of the procedures for reporting concerns about a child's welfare. They are aware of the procedures to follow if there is an allegation made against another staff member. Recruitment, vetting and ongoing suitability checks are robust to make sure all staff are suitable to work with children. Management support new staff with in-depth induction procedures. The club has very close links to the school because all staff also work in the host school. Communication between the school and the club is good. This helps staff ensure continuity in care for all children. Staff share a good range of information with parents to make sure they are fully informed about their children's time spent at the club.

Quality of teaching, learning and assessment is good

Children quickly become busy and engaged in a variety of activities throughout their time at the club. Staff regularly observe children and get to know their interests and achievements well. Children enjoy being imaginative and make links with their own experiences. Children concentrate for long periods of time as they express their creativity during painting activities. They learn about primary colours and what happens when they mix two colours together to create a new shade. This helps to develop their creative skills. Children benefit from opportunities to explore their mathematical understanding. They sustain their interest well in counting and as they play with sand and use mathematical language such as 'full' and 'empty'. Staff speak to the children about what they are doing and ask questions to encourage them to build on their ideas. Children enjoy playing with construction bricks to make models of different-shaped robots. Children's language and communication skills are supported well. They develop their understanding of the world and like using the laptops and the large, interactive whiteboard. Children concentrate as they use controls well to navigate as characters in the various programs.

Personal development, behaviour and welfare are good

Children's good health is promoted. They understand why it is important to follow good hygiene routines. Children go to the bathroom independently to wash their hands before eating. They learn to share and take turns. Staff involve children in creating the rules of the club. Children confidently talk to visitors about what they enjoy about the club. They say they enjoy playing with their friends. Children have regular opportunities to play in the fresh air and to exercise. For example, they particularly enjoy playing in the different areas of the school playground. They enjoy playing football games with their friends. Staff support children to use the climbing frame as they learn to climb and balance. This helps to develop children's large and small movements. Staff help children to learn how to stay safe as they play outdoors. Effective procedures are in place to monitor children's attendance.

Setting details

Unique reference number	228904
Local authority	Birmingham
Inspection number	10100925
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	30
Number of children on roll	50
Name of registered person	Hollinsworth, Marie
Registered person unique reference number	RP513124
Date of previous inspection	6 March 2019
Telephone number	0121 464 9829 or 9800

Christ the King After School Club was registered in July 1999. The setting is privately managed and operates from a nursery classroom, which is located within the grounds of Christ the King School in Kingstanding, Birmingham. The club is open Monday to Friday, from 7.30am until 8.30am and from 3pm until 6pm, during term time. The club employs five members of staff. All staff hold appropriate qualifications at level 2 or 3.

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