

Halton Kids Club

The Centre at Halton, Low Road, Halton LA2 6NB



Inspection date	28 June 2019
Previous inspection date	27 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff show a firm commitment to their roles and are invested in the ongoing success of the pre-school. They reflect on the strengths of the pre-school and areas to improve. Staff are proactive in using new skills and information to make enhancements to practice. For example, following research on outdoor spaces, staff created an excellent area outdoors, rich in opportunities across all areas of learning.
- The learning environment is extremely well informed and carefully considered. Staff use their excellent knowledge of the children to create opportunities closely linked to their interests and developmental needs. As a result, children are challenged and motivated. They become deeply engaged during their play, show very positive attitudes towards their learning and make excellent progress.
- Children play harmoniously with their peers. They are seen sharing their favourite resources, safe in the knowledge they will have another turn due to the excellent focus across the pre-school of being kind to one another, thinking about how others feel and the importance of sharing and taking turns.
- Teaching is good. However, on occasion, conversations with children are led too heavily by staff asking multiple questions, rather than meaningful exchanges.
- Children receive a warm welcome to the pre-school. They arrive happy and confidently join in with the available activities. Children enjoy positive attachments with their key person and grow in confidence during their time at the pre-school, providing a strong base for their learning and explorations.
- Overall, partnership working is strong. Staff engage parents in their children's learning, maintaining a two-way-flow of communication and information sharing. However, parents are less involved in initial assessments of their children's learning on entry.

What the setting needs to do to improve further

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

- strengthen good teaching further and refine questioning skills so that conversations with children are more balanced and meaningful
- build on information obtained from parents regarding what their children can already do, and use this to inform initial assessments to enable closer support when children first start.

Inspection activities

- The inspector observed the quality of teaching during play inside and outside, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the pre-school manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and by viewing 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 good

The manager monitors staff teaching closely to ensure there are high levels of care for children and her expectations for teaching are reached. For example, she observes how staff interact with children and provides them with helpful feedback and advice to support their future performance. Staff are well qualified and keen to build on their skills and knowledge further. Staff are proactive in seeking intervention for children at the earliest opportunity. They work well with other agencies to ensure children's needs are evaluated and where they can offer additional support. Safeguarding is effective. Staff have a good knowledge of safeguarding policies and procedures, which helps protect children's safety and welfare.

Quality of teaching, learning and assessment is good

Staff use their assessments of children's learning to create opportunities to support them to reach their next steps through an effective balance of 'in the moment' and pre-planned activities. Staff are excellent play companions, joining in with children's play ideas and using their teaching skills to steer their learning in different directions and present challenges. For example, during play with the dough, children make birthday cakes and decorate them with candles. Staff ask children how many candles they have and how many more or less they need to reach different numbers.

Personal development, behaviour and welfare are good

Children have good opportunities to learn about the wider world. They enjoy festival celebrations and explore artefacts such as Hindu gods and Buddha statues. There is a very strong emphasis on community spirit and involving children in their local community. Children recently embarked on an initiative to help with the issue of dog faeces by making their own bag dispensers that they installed around the area. This led to conversations around health, safety and finding ways to help the local community. Children enjoy healthy snacks, regular outdoor play and practise excellent hygiene routines, which further promotes their understanding of health. Children's physical and emotional well-being is fostered well.

Outcomes for children are good

Any additional funding that children receive is spent well to ensure they get the support they need to make the best possible progress, such as extra-curricular sessions specifically linked to children's needs. As a result, children at risk of falling behind catch up quickly. Staff have had great success in engaging children in technology through the addition of specific resources. Children confidently use the pre-school computer, explore the light box and enjoy investigating how things work at the 'tinker station'. This has helped to narrow any gaps in their learning. Children enjoy practising their letter sounds and many can write the letters of their name. They count, estimate and measure, using excellent mathematical skills. Children are developing the necessary skills for their future learning and the eventual move on to school.

Setting details

Unique reference number	EY454575
Local authority	Lancashire
Inspection number	10106697
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 10
Total number of places	40
Number of children on roll	60
Name of registered person	Halton Kids Club Limited
Registered person unique reference number	RP907632
Date of previous inspection	27 January 2015
Telephone number	0782570621

Halton Kids Club registered in 2012. The setting employs eight members of childcare staff, seven of whom hold appropriate early years qualifications, including the manager who holds qualified teacher status. The setting opens from Monday to Friday during term time only. Sessions are from 8am until 9am and 3pm until 6pm for the out-of-school club, and 9am until 3pm for the pre-school. The setting provides funded early education for three- and four-year-old children.

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