

# Inspection of Energy Kidz Out Of School Club - Windmill RG41

Windmill Primary School, Fernlea Drive, Wokingham RG41 3DR

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Inspection date:

13 November 2019

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive excitedly at the welcoming and well-resourced club. They are happy to see staff and eager to share stories with them about what they have done at school throughout the day. Children form secure bonds with the adults working at the club and with one another.

Children choose whether they wish to play inside or outdoors. They know that when playing outside they need to wear a high-visibility waistcoat and always be in the eyesight of a member of staff. Children run around energetically and enjoy playing ball games, such as tennis. They show good hand-to-eye coordination and congratulate one another when they play a good volley.

Staff work closely with parents so that they are aware of children's individual needs, including any medical or dietary requirements. Children eagerly help themselves to nutritious snacks during the session and develop good independence. They demonstrate this when they skilfully use tongs to serve themselves with fruit and vegetables. They confidently spread butter on their toast and help themselves to a drink of water.

Staff have high expectations for all children at the club. Children behave well and show respect to one another. For instance, they say 'please' and 'thank you' when they ask each other for help.

### **What does the early years setting do well and what does it need to do better?**

- Leaders and managers use internal audits and reflective practice well to identify areas for improvement, and regularly talk with children and parents. This helps them to know what is working well and if any changes are required. They have recently added a board where children can place their written requests for additional resources or games they would like to play. This helps to ensure that the voices of children are heard and that they feel part of the club.
- Staff encourage children to learn about how they can take responsibility for the play environment. For example, they ask children to help set up activities and mark off areas of the hall which they must not use. Children place cones on the floor to mark these areas. This helps to establish rules and boundaries to help keep everyone safe during their time at the club.
- Children enjoy the varied and stimulating environment staff create and eagerly make their own choice of what activities they wish to engage with. Staff use their knowledge of children's interests and discussions to help them plan experiences to support children's skills. For instance, younger children show a keen interest in craft and older children enjoy construction toys. Staff therefore,

provide a good range of items for children to build and create with. However, staff do not always plan these activities as well as they could to help children know what is expected of them and to ensure all children are given the full support they need.

- Staff report that they are given good support from leaders and managers and that their well-being is monitored to ensure their workloads are manageable. A comprehensive induction process enables staff to gain the knowledge they need to successfully carry out their roles and responsibilities well.
- All children, including those with special educational needs and/or disabilities (SEND), are supported effectively. All necessary information is gained from parents and the host school prior to the child starting. This ensures that individual needs are known. Any additional measures are then put into place to provide good continuity of care. Staff complete SEND training to help further their knowledge and skills.
- Children demonstrate that they have a clear understanding of how to keep themselves healthy. They explain to the inspector that they must wash their hands before eating so that all the germs are washed off.
- Staff plan activities to help children understand about the world around them. Children excitedly explain how they made poppies to learn about Armistice Day. They understand the day is to remember and to think about the people who are in the armed forces.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, managers and staff understand their roles and responsibilities in helping to keep children safe. They are confident in recognising the signs that may indicate a child is at risk of harm and know the procedures they must follow. Effective procedures are in place for the safe recruitment and induction of staff to ensure they are suitable to work with children. In addition, ongoing suitability checks and regular supervision sessions help to ensure staff remain suitable to work with children. Staff follow well-organised procedures, for instance, when collecting children from the host school, and ensuring only authorised persons are able to collect children.

## Setting details

<b>Unique reference number</b>	EY546896
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10130546
<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 to 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Energy Kidz Ltd
<b>Registered person unique reference number</b>	RP901001
<b>Telephone number</b>	07824157220
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Energy Kidz Out Of School Club – Windmill RG41 registered in 2017. It is based in Windmill Primary School, Wokingham, Berkshire. The club opens Monday to Friday from 7.30am to 9am and 3pm to 6pm during term time.

## Information about this inspection

### Inspector

Hazel Farrant

### Inspection activities

- The inspector completed a learning walk of the areas used by the setting to find out how it is organised, and to assess the range of activities provided both indoors and outdoors.
- The children and parents had discussions with the inspector, who sought their views on the setting.
- Regular meetings were held with the leadership team during the inspection, to keep all involved in the inspection updated.
- The inspector checked a sample of documentation, including evidence of staff suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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