

# Inspection of Churchill Kids' Club

Churchill Kids Club, Churchill CEVC Primary School, Pudding Pie Lane, Langford,  
BRISTOL BS40 5EL

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Inspection date:

10 December 2019

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

**This  
inspection**

**Met**

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Previous  
inspection

Not Met (with actions)

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

### **This provision meets requirements**

Staff collect younger children from their classrooms and older children arrive happily. They are settled and show that they feel secure at the club. All children are greeted with a smile by the friendly staff. Children demonstrate very good behaviour and impeccable manners. For instance, they hold doors open for each other or say 'thank you' to the person holding the door. Children have plenty of opportunities to be physically active and burn off energy. They enjoy being outdoors in all weather. Children are asked what resources they would like outside. Some choose to take teddies outside and make zip lines using rope for them to go down. Other children enjoy an activity set up by staff where they pass a ball to each other at marked intervals and then try to score a goal in the basketball hoop. Older children invite younger children to join them when they notice that they are not participating in anything, and then adapt the activity. Staff wanted to get children more physically active during the breakfast club and now have a company that come in three times a week to do sports games with the children before they go to school.

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

- The manager and staff regularly reflect and evaluate the service they provide. They regularly seek the views of children and parents, and use this information to make positive changes. For instance, boys who attend the club wanted more construction resources and these were purchased. The manager is now looking into how she can improve snack time and plans to get the children's opinions about what they would like at snack time.
- Staff plan fun, engaging activities that capture children's attention. For example, children thoroughly enjoy decorating ceramic Christmas decorations. They show great concentration and care as they create their individual designs. The staff ensure that there are enough resources for all children to take part.
- Partnerships with parents are good. Parents speak highly of the club and the care their children receive. They comment that their children enjoy their time at the club and that it is hard to get them to leave the engaging activities.
- Leaders monitor staff practice well. Staff are provided with regular supervision meetings where they discuss their role and ongoing training needs. New staff members have completed a first-aid training course that so that both staff on site have a valid paediatric first-aid qualification.
- Partnerships with the host school are effective. Staff talk with teachers about younger children's development and if there is anything they are working towards. Staff use this to plan activities to further support children's learning.
- Overall, the indoor learning environment is organised well and there are a range of resources for children to access independently. However, they do not have

anywhere to put their belongings. When children come indoors, they all put their belongings on the floor in a pile. This makes it harder for them to be independent in finding their belongings when it is time for them to leave.

- Staff interact well with the children and use opportunities within their play to support their learning. For instance, staff encourage children to count during their play and extend this to see if they can count in two's.
- Staff provide children with a healthy snack. Children are independent and choose what they would like to eat. They wash up their plates when they have finished. Staff sit with the children and engage them in conversations. Snack time is a sociable time.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of their role to keep children safe. They have a thorough knowledge of the possible signs that could indicate a child is at risk and know who to pass any concerns on to. Staff carry out regular safeguarding training to ensure that their knowledge is up to date. They have a good understanding of wider safeguarding issues and signs to observe. Leaders implement extremely thorough recruitment and vetting procedures to ensure that staff are suitable for their role and to work with children.

## Setting details

<b>Unique reference number</b>	EY376403
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10126137
<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 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Churchill Kids Club Committee
<b>Registered person unique reference number</b>	RP904525
<b>Telephone number</b>	07756 355 628
<b>Date of previous inspection</b>	11 July 2016

## Information about this early years setting

Churchill Kids' Club registered in 2008 and operates from Churchill Primary School. The club operates from 7.45am to 8.55am and from 3.30pm to 6pm. It employs four members of staff. Of these, one has a degree in education and two have a level 3 qualification.

## Information about this inspection

### Inspector

Kelly Sunderland

### Inspection activities

- The inspector observed and evaluated interactions between staff and children both indoors and outdoors.
- Children and parents shared their feedback and experiences of the club with the inspector.
- The inspector held various discussions with staff and managers throughout the inspection
- The inspector sampled a range of relevant documentation, including staff suitability checks, training certificates and policies.

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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