

Inspection of Kidz Aloud

Howes Community Primary School, Palermo Avenue, COVENTRY CV3 5EH

Inspection date:

18 December 2019

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff provide a warm and welcoming environment. Children are greeted warmly by staff, who collect the younger children from their classrooms. They are happy, confident and sociable. On arrival at the club, children choose to play or prepare for eating fruit for their snack. They understand and adopt healthy habits, such as washing their hands before eating. Relationships are very good. Staff have high expectations of children's behaviour, and children behave well. Children play cooperatively and understand that there are times when they must share and take turns. Behaviour rules are displayed and have been drawn up by the children. These include being kind and considerate, following directions from staff, and showing respect for others, themselves and the school. Children are physically active every day. Older and younger children play games together in the school hall, and staff ensure that they are challenged to develop skills in accordance with their age and ability. While playing in the classroom, children join in with activities that support them in using their mathematical and literacy knowledge and skills. Links with the host school are good. Staff communicate effectively with Reception class teachers so that they complement children's learning in school. Parents are very happy with the provision.

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

- Children confidently choose activities and resources from the good variety that are easily accessible to them. Staff support them in practising the skills they are learning in school. Some children decide to draw, write and colour in. Their skills are good, and they can form the letters in their names.
- Children use their good handling skills and mathematical knowledge to create pictures and patterns with small peg beads. They look at picture guides and replicate them, counting the beads in the pictures and then counting out their own. Staff invite children to play board games that involve counting. They challenge them to take part in memory games that involve turning picture cards over and remembering where the matching one of a pair has been placed.
- Children are creative. They choose to decorate biscuits with Christmas designs. Children skilfully handle small tubes containing coloured icing and draw reindeer faces.
- Parents say that communication with them is good, whether it be messages passed on by teachers or what their child has been doing while at the club. Good partnership working helps to support children's well-being and emotional security. Parents receive good information about the club, such as its policies and procedures. Parents of children with special educational needs and/or disabilities say how well the staff meet their children's individual needs.
- The manager regularly communicates with teachers. She records information

about skills that she observes and shares this with teachers and parents. The manager asks teachers if there are any learning areas that they would like staff to promote in the club. Teachers have asked for children to practise letter formation and phonics. The children have been doing this in fun ways, such as creating their own books and book covers.

- Children develop an understanding of dangers and how to keep themselves safe. They know that they must always tell a member of staff before leaving the classroom, never try to open the external door, and why they must walk and not run in the classrooms and hallways.
- Staff encourage children to be physically active indoors when weather conditions and darkness in late December prevent them from playing outdoors. Children enjoy racing games and being challenged to move in different ways. Races begin with running, then hopping and then 'power walking'. The younger children can hop on the spot and readily accept the challenge to try to maintain this while moving forward. They attempt to walk very quickly, but soon revert to running.
- The provider ensures that staff keep their early years knowledge up to date, for example through training and online research. A current priority for improvement is to work with school staff to develop opportunities for children to learn about the natural world. This includes developing an area outdoors where there is a pond, but it is currently unsuitable for children to explore.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. They are aware of the duty to prevent children from being drawn into situations that put them at risk. The premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks, indoors and outdoors. Recruitment and selection procedures meet requirements.

Setting details

Unique reference number	EY447160
Local authority	Coventry
Inspection number	10075181
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 to 10
Total number of places	32
Number of children on roll	21
Name of registered person	Kidz Aloud Partnership
Registered person unique reference number	RP907046
Telephone number	07807873895
Date of previous inspection	22 March 2016

Information about this early years setting

Kidz Aloud out-of-school club registered in 2012. It employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens term time only from Monday to Friday. Sessions are from 7.45am until 8.55am and from 3.15pm until 6pm.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector observed activities in the classroom and the hall, and evaluated staff interactions with the children.
- The inspector spoke to staff and children at appropriate times through the inspection.
- The inspector looked at evidence of staff's training and checked evidence of the suitability of all adults linked to the provision.
- The inspector held meetings with the provider.
- The inspector took account of parents' views about the provision.

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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