

Inspection of Spectacularkidz Breakfast & Afterschool Club

Riverside School, Renwick Road, Barking, Essex IG11 0FU

Inspection date:

23 January 2020

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time at the club with their friends and the staff. For example, when staff collect them from school, children instantly smile when they see them. Children quickly take hold of their hands and are eager to tell them about their school day. Staff listen with a keen interest, and are very attentive to the children. Staff and children engage in interesting conversations throughout daily routines. For example, at snack time, staff talked to them about the benefits of eating carrots. The conversation evolved and children learned about the best places for rabbits to hide in the club.

Staff set standards for good behaviour through the club rules and by acting as positive role models. Children follow the staff's lead and demonstrate polite and friendly behaviour in their play. Children understand the routines and know what is expected of them. For example, during a child-initiated game with hoops, they waited for each other before starting the race. Staff plan enjoyable and exciting activities with the children to build on their interests. They further motivate children through their enthusiasm and engagement with them. Children show high levels of energy and great positivity during their time at the club.

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

- The senior leader demonstrates a strong commitment to developing the staff's knowledge and skills. She ensures their training is up to date, and provides staff with new training opportunities. For example, staff recently received training in creative ways of playing with different blocks. The senior leader observes staff's practice regularly. She motivates the staff by praising them and acknowledging their hard work, and provides constructive feedback on how they can further develop their practice. The manager and staff understand their roles and responsibilities, and meet children's needs effectively.
- Key persons get to know children well through their daily interactions and partnership working with the school teachers and parents. Key persons seek information from teachers to better understand their key children's learning needs. Staff are kept informed of children's targets, and incorporate these into everyday play. Staff regularly exchange information with teachers to ensure that they can update parents on their child's day and maintain continuity in children's learning and development.
- Staff provide an extensive range of resources and activities indoors. Children have plentiful opportunities to use their imagination, create and build, engage in physical activities, or to relax with a book. Children have lots of choices to meet their needs at the end of a busy school day.
- Staff build on children's knowledge of shapes. For example, during a play dough

activity, staff and children discussed how many sides a pentagon and an octagon have. They then went on to discuss a variety of different shapes, as they moulded them. Staff routinely extend children's interests in mathematics as they play.

- The club provides light meals and snacks for children. Staff maximise opportunities to encourage children to make healthy choices and develop their independence skills. The staff discuss with children what they would like on the menu for the following week. Children show that they enjoy the healthy snacks available. For example, they cheered when a selection of healthy options was offered to them to create their own sandwiches. Children demonstrate good independence skills as they self-serve at snack time.
- Staff and children have built an excellent rapport. The children have good social skills and demonstrate that they are highly confident and comfortable in this environment. Staff and children have fun, and laugh and joke together. Very occasionally, staff make suggestions on how to resolve problems in play. This sometimes limits opportunities for children to further think through their own ideas.
- Staff encourage children to participate in games outdoors. For example, staff held a hoop up high for the children to throw a ball through. The children took the adults' lead, and went on to initiate the game among themselves. Although the children have ample access to an outdoor space, due to the limited lighting outside, they access the outdoor area for shorter periods in the winter months.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to identify signs of possible child abuse. They are aware of how to report safeguarding concerns to external agencies. Staff know about wider safeguarding issues, and know how to identify families who may be vulnerable to extreme views. Staff maintain a safe environment. They conduct risk assessments of all of the areas used by children before they arrive. Staff check resources for damage and wear and tear as they set them out, and ensure they are safe to use.

Setting details

Unique reference number	EY551852
Local authority	Barking and Dagenham
Inspection number	10133735
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 8
Total number of places	20
Number of children on roll	10
Name of registered person	Spectacular (UK) Ltd
Registered person unique reference number	RP903444
Telephone number	07958471236
Date of previous inspection	Not applicable

Information about this early years setting

Spectacularkidz Breakfast & Afterschool Club registered in 2017 and is based in Riverside School, Barking. The club currently provides after-school care from 3.10pm to 6pm, Monday to Friday. It employs three staff members who are qualified at either level 2 or level 3 in childcare.

Information about this inspection

Inspector

Tammy Lewis

Inspection activities

- The inspector carried out a joint observation with the senior leader and held a discussion about the observation.
- The inspector sampled relevant documentation, including evidence of staff's suitability to work in the club.
- The inspector spoke to the manager, staff, parents and children during the inspection and took account of their views.

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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