

Inspection of Kids Company Out Of School Club

Runwell CP School, Canewdon Gardens, WICKFORD, Essex SS11 7BJ

Inspection date: 30 January 2020

The quality and standards of early years provision	This inspection	Met
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	Previous inspection	Met
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What is it like to attend this early years setting?

This provision meets requirements

Children excitedly arrive at the club, eager to share their news with the staff team. They soon become engaged in the activities that are set up. Older children are positive role models and interact kindly with the younger children. They invite them to draw a picture with them or happily build a large structure together. They laugh loudly when it falls down and start all over again.

Children have opportunities to be active. They play running games in the large school hall. They follow the rules to keep safe, knowing they must all run in the same direction or they will 'bang into each other'. They listen attentively to a member of staff calling out various types of beans, practising different ways of moving their bodies. They energetically stretch to be a broad bean, reach up high as a string bean or run on the spot to become runner beans. Children are supportive to their friends, clapping and cheering to celebrate the winners.

Children adopt good hygiene practices, washing their hands before making their own pizzas. They choose their toppings and talk animatedly with each other about what they like to eat and their favourite pizzas. Children feel a great sense of achievement when the cooked snack comes out of the oven.

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

- The manager has a clear vision for the club. She sees it as a place where children want to be and have fun. She reflects on her provision, identifying training to enhance her practice.
- The staff team inspires children to have ownership of the setting. Staff listen to children's ideas, inviting them to share their opinions. For example, children suggest snack ideas, and they all voted to choose names for the club's fish. There is low-level storage, where resources are stored to be easily accessible. Therefore, although a range of interesting activities are available, children can select other toys and equipment to play with if they wish.
- Children take care of their environment. They tidy up when asked, quickly placing items back on mats or tables before leaving the room. They understand the importance of this, confidently explaining it is 'so we don't trip over'.
- Staff interact positively with the children, warmly welcoming them on arrival. They create a home-from-home environment and children are relaxed and settled. Staff know the children well and sensitively comfort those who are upset. Children are gently reassured and soon become part of the hubbub of the setting. Adults sit with the children, joining in their games. At times, all the children spontaneously burst into song and staff enthusiastically accompany them.

- Children's good health is promoted. They choose from a colourful selection of apples, bananas and oranges. They sit at the table, chatting to their friends as they eat. Precautions are taken to protect children with allergies or intolerances. Disposable gloves are available to wear when handling dough and there is an option of gluten-free pitta to make pizzas.
- Staff support children with special educational needs and/or disabilities effectively, maximising their enjoyment and involvement at the club. There are visual prompts to ensure children's thoughts and preferences are known and understood. For example, the manager cuts out names from cereal boxes so they can point to their favourite. Staff with specialist responsibilities within the school also work in the club. This ensures that all staff are fully aware of children's needs, enabling a consistent approach.
- There are strong partnerships with the school. The headteacher and Reception class staff praise the club and the staff team. They talk highly of the manager and how well they work together. They acknowledge there is a good level of two-way information sharing. Parents are very complimentary. They say how much their children enjoy attending and that the manager is very accommodating and flexible, taking into account their working patterns. Therefore, they feel well supported and confident their children are well cared for.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff team are clear of their responsibilities to safeguard children. They confidently describe signs and symptoms that could indicate those who are at risk of harm. This includes children who are potentially exposed to extreme views and behaviours. Staff are aware of the actions to take to report their concerns to the relevant agencies. The manager ensures all adults who care for the children have undergone suitability checks. The club is based in a school where robust systems ensure unauthorised adults are not able to access the premises. This contributes to keeping children safe.

Setting details

Unique reference number	EY443915
Local authority	Essex
Inspection number	10126187
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 11
Total number of places	32
Number of children on roll	56
Name of registered person	Brooks, Sharon Louise
Registered person unique reference number	RP909820
Telephone number	07999589257
Date of previous inspection	4 August 2014

Information about this early years setting

Kids Company Out of School Club registered in 2011. It is situated in Runwell Primary School in Wickford, Essex. The club employs seven members of childcare staff. Of these, four hold early years qualifications at level 3 and above. The club operates from 7.30am until 8.50am and after school from 3.10pm until 6.15pm, during term time only. The club operates during school holidays from 7.30am until 6.15pm, Monday to Friday.

Information about this inspection

Inspector

Fiona Sapler

Inspection activities

- The manager discussed how she meets the safeguarding and welfare requirements of the early years foundation stage framework.
- The inspector observed children engaged in activities and assessed staff interactions.
- The inspector spoke to parents, teachers, staff and children at appropriate times throughout the inspection.
- Relevant documentation was reviewed, including the setting's safeguarding procedures and evidence of staff suitability.

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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