

Inspection of Energy Kidz Out Of School Club - Bassett Green SO16

Bassett Green Primary School, Honeysuckle Road, Southampton, Hampshire SO16
3BZ

Inspection date: 13 February 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

The after-school club is organised well. Children receive a seamless transition from their school day to the after-school club. Children show they are happy and feel safe and secure. For instance, they show excitement when practitioners collect them from their classrooms.

Practitioners have high expectations of children's behaviour. This successfully supports children to understand the rules and boundaries of the club. For example, children confidently share the rules during circle time. They say 'we must respect one another'. Children are able to demonstrate these rules well through their play and interactions. They behave well and show kindness to one another. For example, when playing ball games outside children encourage others to join in. Practitioners show passion in bringing children's ideas to life. They are enthusiastic at promoting children to speak out and share their thoughts and ideas for the club.

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

- Practitioners support children well to develop a good understanding of how to keep themselves safe. For instance, children know that practitioners have to answer the door to parents, so that they know who is in the building.
- Children display positive attitudes to their play. They are keen to come into the after-school club and show motivation in choosing what they would like to play with. Practitioners provide a range of activities, that support children's interests and engagement. For instance, children can ice biscuits, express themselves through arts and crafts and have relaxing stories in the book area.
- Children behave well. They show kindness and enjoy helping each other, supporting their social and emotional well-being. For example, some children are not as confident to speak out in front of a group. Their friends support them to do this by helping them remember what they want to say.
- Children thrive during outdoor play. They use a range of resources to build on their physical abilities. Some children play ball games together, where they skilfully run and kick balls, and show good listening skills which encourages the play to continue. Other children show high levels of coordination when practising with bats and balls.
- Practitioners support children's needs well. This encourages children to settle quickly in the after-school club. Children with special educational needs and/or disabilities have their individual needs supported well. Parents comment that practitioners work well with the teachers to ensure any messages are always fed back to parents. Parents comment that their children's emotional needs are well supported and this helps them cope well with having a long day. Younger children are assigned a key person who supports their transition and encourages

them to share their thoughts and feelings in the group. Although this system works well, the key person does not always know children's full background, which prevents them from fully supporting any cultural festivals or celebrations.

- Children follow good hygiene practices and learn how to be healthy. For instance, children talk positively about washing germs off their hands. Practitioners are quick to extend these conversations through skilful questioning. Children enjoy snacks at the after-school club; they show good understanding of portion control and groups of foods that are healthy. This helps contribute to children living a healthy lifestyle.
- Senior leaders provide the provision with regular support and monitoring. For instance, area managers attend the after-school club every two weeks, to carry out observations of practice and monitor all aspects of the club; this ensures children are receiving good-quality care and experiences. This has a positive impact and ensures developments are made where needed.
- The manager conducts peer-on-peer observations for all practitioners. This has a positive impact on their engagement with children. For instance, practitioners have developed confidence in skilful questioning particularly during arts and crafts.
- The after-school club successfully gain children's views. For example, children requested different building bricks and also different snacks. Practitioners worked with the children to understand their reasons, and the children were able to share that there are not enough bricks when they want to build big structures. This type of partnership promotes children to speak out and articulate their thoughts and feelings.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes the lead role in ensuring children and staff are safeguarded effectively. She is supported well by senior leaders to make safeguarding decisions. Practitioners demonstrate a good understanding of how to keep children safe and know the procedures to follow should they have concerns about a child. All practitioners have relevant safeguarding training which supports their knowledge well. Furthermore, practitioners have a good knowledge of wider safeguarding concerns, including risks associated with children and families being drawn into extreme behaviours.

Setting details

Unique reference number	EY554698
Local authority	Southampton
Inspection number	10143662
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	12
Number of children on roll	20
Name of registered person	Energy Kidz Ltd
Registered person unique reference number	RP901001
Telephone number	07824157220
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2017 and is based in Southampton. It is an after-school provision which is open from 3pm to 6pm, Monday to Friday term time only. The manager holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector and managers reviewed the organisation of the after-school club.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and safeguarding procedures.
- A leadership meeting was held with the inspector, senior leaders and the manager.

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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