

# Inspection of Kingy's After School Club

1a Marlborough Road, SALE, Cheshire M33 3AF

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Inspection date:

18 February 2020

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

**This  
inspection**

**Met**

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Previous  
inspection

Requires improvement

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

### **This provision meets requirements**

The experienced provider operates a well-organised club. She has addressed the weaknesses raised at the previous inspection and successfully raised the quality. Children greet staff with huge smiles as they collect them at the end of the school day. They show a good sense of belonging and arrive back at the club buzzing with excitement. Staff create a 'home-from-home' environment with a range of areas for children to relax, play and engage in physical exercise. Children access a well-resourced and challenging outdoor play environment. The provider's ethos of 'There is no such thing as inappropriate weather' is well embedded. Children enjoy playing outside in all weathers. They enjoy playing ball games and using the climbing wall, slides and swings.

Children's behaviour is good. They are kind and considerate towards each other. Staff assign younger children an older child to act as their 'buddy'. Older children embrace their responsibility. They simplify games to allow younger children a chance to succeed. Children are aware of, and follow, the club rules. For example, staff teach them not to cross the 'invisible line' in front of the moving swings. This helps to keep children safe.

Staff provide children with many opportunities to voice their views and opinions. Children are eager to add to the club's 'wish list'. This enables them to contribute ideas for activities, materials, toys and resources. Children vote in advance for their snack. This helps them to feel valued and included in making decisions.

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

- Since the previous inspection, the provider has strengthened her recruitment procedures. She carries out robust checks on staff to ensure that they are suitable for their roles. The provider reflects on her provision and has a good awareness of the strengths and weaknesses of the club. Staff consult with parents and value their views and suggestions for improvement. For instance, they gathered and used parents' suggestions when creating a healthier snack menu for children. Parents speak positively about the staff and the service provided. For example, one parent describes the club as 'perfect'.
- Staff play and interact with children in a positive way. They encourage children to keep trying when tasks are difficult. For example, children concentrate as they place small beads onto a board to create a picture. Staff praise children and comment that they can display them in the club. Children delight in their creations and are proud to show others what they have made. They develop suitable levels of independence, overall. Occasionally, during activities, staff complete tasks for children that they are capable of doing themselves.

- Staff promote children's healthy lifestyles well. Children understand the importance of washing their hands. For instance, they wash them before eating and before handling food during activities. Children have ample opportunities to become active outdoors. They know to regularly drink water to keep them hydrated.
- Staff know the children well. They recognise the things that make them unique. Children create an 'all about me' display. Staff help them to write facts about themselves, such as their favourite things to do. Staff exchange information with teachers at school to support children's well-being. This includes finding out how children have been throughout the day. Staff pass on these messages to parents and communicate generally well. However, they share less information about children's experiences and interests at school to help keep parents further informed.
- Committed and experienced staff are passionate and want to develop their skills and knowledge. The provider supports them to access a wealth of training opportunities. She gives staff feedback on their performance and holds regular staff meetings. Staff discuss changes and any challenges that they encounter. This helps them to develop their skills as practitioners.
- Staff help children to talk about their feelings and to understand the feelings of others. Children excite as they decorate a 'tree of kindness'. Staff encourage children to think about positive things that they can do to help others. Children write kind acts on a paper leaf that they then hang on the tree. Their comments include 'to try to make someone laugh'.
- Staff provide a range of opportunities for children to learn about the wider world. For example, children recently explored Chinese New Year. They discuss with visitors how they enjoyed craft activities and food tasting. This helps children to learn about different cultures and beliefs and helps to prepare them for life in modern Britain.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection matters. They access appropriate training that enables them to identify the signs and symptoms of abuse or neglect. Staff know the procedures to follow if they have concerns about children's safety or welfare. They ensure that children are safe, for example when they walk back to the club from school and children wear high-visibility jackets so that staff can see them easily. Staff conduct regular headcounts of children. The provider has a secure understanding of safe recruitment procedures. They have methods in place to check staff's ongoing suitability. For example, staff sign a disclaimer each day and during supervisory sessions.

## Setting details

<b>Unique reference number</b>	318139
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10099709
<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 10
<b>Total number of places</b>	42
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	King, Mary
<b>Registered person unique reference number</b>	RP908734
<b>Telephone number</b>	07790 976144
<b>Date of previous inspection</b>	15 February 2019

## Information about this early years setting

Kingy's After School Club registered in 1992. The club employs seven members of childcare staff. Of these, one holds an appropriate level 3 qualification and two hold level 2. The club opens Monday to Friday from 7.30am to 8.55am and from 3.10pm to 5.45pm, during term time only.

## Information about this inspection

### Inspector

Savine Holgate

## Inspection activities

- The provider gave the inspector a tour of the club and explained what activities are on offer for children.
- The inspector observed the walk back from school, activities indoors and outside, and the interactions between staff and children.
- Children talked to the inspector throughout the inspection and she took account of their views.
- The inspector completed joint observations with the provider.
- Discussions were held between the inspector and parents, and the inspector viewed written feedback provided by parents prior to the inspection. She took account of their views.
- The inspector spoke to staff and held a meeting with the provider. She looked at relevant documentation, including the suitability of staff working at the premises.

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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