

Inspection of Out of School Kids Club UK Ltd

Much Woolton Catholic Primary School, Watergate Lane, LIVERPOOL L25 8QH

Inspection date: 3 March 2020

**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

Children enjoy coming to this nurturing setting. They are happy, relaxed and feel safe here. Children know the routine of the setting well. They are supported to hang their coats up on coat hangers before getting ready for snack. Staff enthusiastically greet children and are interested in their day. Children have formed positive relationships with both staff and their peers. They take part in a range of activities in the spacious outdoor environment. Younger children happily play on the scooters and practise their skipping skills. Older children practise their football skills together.

Staff have high expectations for children's behaviour and conduct. They are positive role models for the children. Children's behaviour is good. They make up the rules for the setting and these are embedded into practice from a young age. Staff have implemented various reward systems for children. For example, they have pupil of the week and positive behaviour flower charts. They also hold competitions each week. There is a strong focus on promoting children's well-being. Children help to create the positivity tree. They think of different reasons to describe why they are 'amazing'. Staff teach children about different cultures and celebrations. This helps them to learn about people and families that are different to their own.

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

- Self-evaluation is thorough and includes the views of staff, children and parents. Staff have recently purchased a pool table following children's questionnaires. They have elected children to be part of an after-school kids club council. The council helps to plan activities for younger children. A reading system has been implemented where younger children read books with older children. Staff send out parent questionnaires to gain parents' opinions. This provides them with ideas about how they can improve their service. Staff listen to and act on parents' views. They have recently changed the menu after parental feedback. Parents are thrilled with the service that the setting provides. They comment on how accommodating and friendly the staff are. Parents are thankful for the large range of activities for children to take part in both inside and outdoors.
- Staff have built effective working relationships with staff at the host school. This helps to improve staff's knowledge of how to support all children, including those with special educational needs and/or disabilities. Staff plan activities using the same topics as the Reception class. For example, they use real money in the role-play shop when children are learning to recognise coins in mathematics.
- Children are confident to express their own ideas. They make choices about

what they want to play with to lead their own learning. Older children are kind and caring to younger children. They help them to put superhero costumes on. Children play harmoniously together and they share all of the equipment and toys. Younger children enjoy making new friendships. They work together to construct models. Children enjoy playing social games with staff and their peers.

- Children's small-muscle skills are promoted well. Younger children enjoy cutting out their shamrock pictures to enter into the weekly competition. They practise forming letters as they make St Patrick's Day cards for their friends.
- Staff are well supported by leaders and managers. They receive a detailed induction which enables them to carry out their roles and responsibilities well. Leaders carry out regular observations of staff during supervisions. Staff attend weekly staff meetings. They access online training courses. This helps them to further improve their practice.
- Children meet their own care needs as they wash their hands before eating. They meet their own toileting needs. However, children's independence skills could be extended further.
- Staff know when the children are tired, hungry or unwell. They respond appropriately to ensure children's individual needs are met. Clear routines provide children with good structure to their time spent here. This keeps them well occupied and ensures their needs for rest and refreshment are addressed.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of what constitutes a safeguarding concern. They understand the procedures to follow to protect children from harm. Staff access online training and take part in weekly meetings. This helps to keep their knowledge up to date. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. Staff assess risks effectively. They prepare activities which are suitable and safe for children. Staff are deployed effectively and children are supervised well. Children's safety is paramount to the staff. The intercom entry system enables staff to check a person's identity before letting them in.

Setting details

Unique reference number	EY443795
Local authority	Liverpool
Inspection number	10064738
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 at time of inspection	4 to 11
Total number of places	48
Number of children on roll	83
Name of registered person	Out of School Kids Club UK Ltd
Registered person unique reference number	RP527318
Telephone number	02841434419
Date of previous inspection	1 July 2016

Information about this early years setting

Out of Schools Kids Club UK Ltd registered in 2012. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting operates Monday to Friday, during term time only, from 3pm to 5.45pm.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector completed a learning walk of the areas used by the setting to find out how they are organised, and the range of activities provided both inside and outdoors.
- Parents were spoken to during the inspection and the inspector took account of their views.
- The inspector held a meeting with the manager. She checked a sample of documentation, including evidence of staff's suitability and training.
- Children had discussions with the inspector, who sought their views on the setting.

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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