

Inspection of Kidzone Out Of School Clubs

Market Street, Bolton BL4 8EX

Inspection date:

27 May 2021

**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 appear happy and safe at this good-quality club. They settle quickly as they arrive with their friends. Children show good behaviour and high levels of respect while they take turns with toys. They develop positive relationships with other children and with staff. Children understand the expectations of the club and follow these well. For example, they remind others to be kind and remark that 'sharing is caring'.

Children demonstrate positive attitudes towards their play and learning. They engage well with the variety of activities on offer. Children play games with one another and happily engage in conversations. They use their imagination while creating a zoo and discuss which animals they like. Children use their small-muscle skills while drawing, completing jigsaw puzzles and while playing with intricate toys. Outdoors, they develop good large-muscle skills and show physical dexterity as they play ball games.

Parents do not enter the club as they would usually. Staff share some relevant information to children's parents at the entrance. Children readily talk to their parents about their time while at the club. However, some parents comment that they would like to know more about the activities that are on offer at the club.

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

- Leaders and staff create a calm and focused environment where children can relax and enjoy themselves. Staff are careful to meet the individual needs of children. They ensure that children relish their time at the club and join in with self-chosen activities.
- Children share their ideas and opinions about the types of activities on offer. Staff provide activities that complement children's learning from school. For example, children have opportunities to practise their counting skills and writing their name. Staff encourage children to develop thinking skills while they play.
- Staff support children's communication and language well. They listen to children with interest and engage them in thoughtful conversations. Children are good communicators and can describe their ideas in detail. For example, they discuss the rules of card games and explain how a three-dimensional jigsaw 'is more challenging than a flat jigsaw'.
- Children learn about respect and acceptance. They discuss similarities and differences between themselves and others while learning about festivals, such as Eid. Children comment that they are all 'different but equal'. They show positive attitudes towards others and are well prepared for life in the society they live in.

- Care practices are good. Children eat healthy foods and staff follow consistent hygiene practices to promote children's good health. Children access the outdoor area to enjoy fresh air and benefit from large-scale activities and exercise. Some children explain their understanding of healthy living. For example, children say that they need to drink water while outside in the sun to keep themselves 'hydrated'.
- Children show high levels of confidence when approaching and talking with visitors. They demonstrate good behaviour and take pride in their achievements. For example, children are delighted when they discuss completing a race at school to raise money for charity. They proudly discuss the things they have drawn and made while at the club.
- Good links with schools help staff to support children during the settling-in period and during their ongoing time at the club. For example, strategies that support children's emotional well-being are shared between the club and the schools children attend.
- Staff comment that they are happy and feel supported in their roles. They have supervision sessions and appraisals with managers, aimed at improving their practice. Leaders have clear oversight over mandatory training to ensure that it is renewed within the required timescales. However, they have not fully considered how to further support the professional development of staff to enhance practice. For example, some staff comment that they would like to develop their own leadership skills.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. When collecting children from school, staff supervise them well. Leaders ensure that all staff undergo robust recruitment checks to ensure that they are suitable to work with children. Staff have a good understanding of how to identify children who may be at risk of harm. They know what to do if they become concerned about children's welfare or the conduct of a colleague. Staff are aware of issues such as extremism and radicalisation. Detailed policies regarding the safe use of mobile phones are in place and adhered to by all staff.

Setting details

Unique reference number	EY551846
Local authority	Bolton
Inspection number	10145049
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	3 to 11
Total number of places	63
Number of children on roll	92
Name of registered person	Kidzone Out Of School Clubs Limited
Registered person unique reference number	RP551845
Telephone number	01302 355141
Date of previous inspection	Not applicable

Information about this early years setting

Kidzone Out Of School Clubs registered in 2017. It is located in the Bolton area of Manchester. The setting employs 10 members of staff. Of these, eight members of staff hold early years qualifications at levels 2 and 3. The setting is open Monday to Friday for 51 weeks of the year. Sessions are from 7am to 9am and 3pm to 6pm during term time. In the holidays, they operate Monday to Friday from 7am to 6pm.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting, and has taken that into account in his evaluation of the setting.
- The management team and the inspector completed a learning walk around the setting to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with various activities indoors and outdoors.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector held discussions with managers, staff, parents and children at appropriate times during the inspection.

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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