

Inspection of Red Roof Kids Club

Mountbatten Avenue, Hebburn, Tyne and Wear NE31 2QP

Inspection date:

10 June 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 benefit from a wide range of interesting activities at this friendly and welcoming setting. For example, they make crispy cakes and go on bug hunts. Children are happy, safe and secure. Staff support children to water seeds they have planted and make dream catchers out of craft materials. Children benefit from a secure daily routine. This helps them to feel settled. Both the manager and staff have high expectations of children. Children's behaviour is very good. Due to the COVID-19 (coronavirus) pandemic, parents have not been able to enter the club. Staff use electronic and verbal methods of communication to help ensure that parents are well informed about their children's day.

Staff encourage children to develop their independence. Children choose what they would like to play with. Younger children wash their hands and use the toilet independently. Children have access to daily fresh air and exercise outdoors. They enjoy a varied menu of healthy and nutritionally balanced meals and snacks. Staff provide strong opportunities for children to develop their physical skills. Children climb, swing and slide on equipment outdoors. They balance on scooters and play with hockey sticks and balls. This helps children to improve their coordination.

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

- Staff place a very strong focus on children's personal, social and emotional development. The manager is qualified in supporting children's mental health. Activities that promote mindfulness help support children's well-being. For example, children enjoy listening activities that help them to feel calm and focus on the world around them. Staff use displays to support children to work through their thinking and emotions. Staff help children to resolve minor conflicts. They provide parents with information to help support children's emotional well-being and to reassure children about the pandemic.
- The well-qualified staff have lovely relationships with the children in their care. Staff provide children with exciting activities. Children enjoy making fruit kebabs, decorating biscuits and playing with dough, mud and sand. They make dens and explore in the snow. Children learn to cooperate as they play. For example, they take part in group games with a parachute. Children are encouraged to find out about cultural events that are special to them or their friends. They make pancakes on Shrove Tuesday and use chopsticks during Chinese New Year celebrations.
- Partnerships with parents are strong. Parents speak highly of the setting and say they are happy with the service provided. The setting has established links with local schools the children attend. This helps promote a consistent approach to support for children as they move from one setting to another.

- Staff support children with special educational needs and/or disabilities very well. They provide individualised support for those children that need it. For example, staff use visual prompts to help children communicate. They use a range of strategies to support children to manage their own behaviour well.
- Children are enthusiastic to join in with activities. Staff effectively promote children's developing language and communication skills. They encourage children's growing vocabulary through interesting conversations with children and provide detailed explanations. Staff ensure that they have children's attention when giving instructions. They leave plenty of time for children to formulate and express their opinions when asking them questions.
- The manager is ambitious for the setting and the children in her care. She plans to complete management training to develop her leadership and management skills still further. Overall, the manager monitors staff practice and supports them well. However, she recognises the need to plan supervision meetings more precisely and provide more individualised support to help staff enhance their practice further. The manager and staff evaluate the experiences they offer well. Parents and children are encouraged to express their views. The manager uses this information to inform continuous improvements at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good awareness of how to keep children safe. For example, they encourage children to move safely around the setting. All staff have completed safeguarding training and hold valid first-aid certificates. They have all completed food hygiene training. Children play in a safe and secure environment. They learn to keep themselves safe. For example, they take part in weekly fire drills. Staff skilfully question them to check their understanding of why these are important and what to do if the fire bell rings. Managers and staff have a secure understanding of their responsibilities around safeguarding. They know how to identify any concerns with children or staff and what procedures to take next.

Setting details

Unique reference number	EY558102
Local authority	South Tyneside
Inspection number	10190131
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	46
Number of children on roll	35
Name of registered person	Clegwell & Hartleyburn Community Hub CIO
Registered person unique reference number	RP558101
Telephone number	0191 4897575
Date of previous inspection	Not applicable

Information about this early years setting

Red Roof Kids Club registered in 2018. The club employs five members of childcare staff. One of whom holds an appropriate childcare qualification at level 6. Two hold qualifications at level 5 and two at level 3. The club opens Monday to Friday from 3pm until 6pm during school term time and from 8am until 5pm during school holiday time.

Information about this inspection

Inspector

Julie Foers

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 her evaluation of the setting.
- The manager welcomed the inspector and showed her around the setting. The manager and staff discussed with the inspector the resources and activities provided for children.
- The inspector observed play opportunities for children indoors and outdoors. She spoke to staff in the setting.
- A range of documentation was checked by the inspector, including evidence of the staff's suitability and policies and procedures.
- The inspector took into account the views of children and parents, some of whom she was able to speak to 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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