

# Inspection of Energy Kidz Out Of School Club - Barnsole

Barnsole Primary School, Barnsole Road, Gillingham, Kent ME7 2JG

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Inspection date:

29 September 2021

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

**This inspection**

**Met**

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Previous inspection

Not applicable

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

### **This provision meets requirements**

All children are happy, confident and settled. They are eager to attend the club after school and enjoy their time there. They are excited to join in with activities and experiences that staff carefully plan. For example, children are interested in wheels and motion. Staff see this and encourage them to design and build their dream car. Children talk about a famous author. They go on to design their own book cover and draw their favourite book characters. Children develop good social skills and build meaningful friendships. They behave well and are polite and kind. For instance, they welcome other children to join in with their games. Children recap the club rules daily and know what is expected of them.

Children enjoy physical play. They learn about different ways to move, such as they engage in yoga and gymnastic activities. Children enjoy a variety of team games and maturely follow instructions. This includes football and running games. Children gain a clear understanding of the importance of healthy lifestyles. They confidently follow good health and hygiene routines. They enjoy healthy and balanced snacks at the club. Children have opportunities to be creative. They enjoy drawing self-portraits and pictures of their friends.

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

- The manager and staff effectively evaluate their practice together. For example, they hold daily discussions about how much the children enjoyed their play experiences. Staff consider what they could do better next time to support their future plans. The manager highlights that she wishes to build on children's opportunities, to access resources with more independence during their time at the club.
- The manager closely monitors the quality of care and play opportunities staff provide. For example, she regularly observes staff as they interact and play with children. The manager provides staff with helpful advice to support their future performance. All staff complete regular training and beneficial reading and research to enhance their practice. For example, they recently learned about how they can introduce different activities and games to the club. This has helped to keep children interested in new and exciting play opportunities.
- Staff establish positive relationships with children. They get to know their personalities well. This includes their likes and dislikes. This helps staff to plan activities and experiences that they know children will enjoy participating in. Children enjoy their time at the club and take ownership during their time there. For example, children confidently make suggestions for future activities. Staff implement these ideas into the club plans. This helps children feel valued and listened to.

- Staff build and maintain positive relationships with parents. They communicate with them daily. For example, they pass on any information to parents from teachers about their child's time at school. Staff share what children have enjoyed at the club, when parents collect them at the end of each day. This helps keep parents fully involved and informed about their child's day.
- All staff communicate regularly with teachers at the school they collect children from. They establish positive partnerships with them and share ideas. For instance, staff plan activities that support learning from school, such as talking about the same festivals or topics. Staff successfully help provide children with consistent play opportunities.
- Staff support children to gain an understanding of other people's similarities and differences from around the world. This includes other religious beliefs and traditions of all communities. For example, children talk about Eid and Diwali. Children taste foods from around the world, such as spiced sweets and yellow rice.
- All staff support children to be confident to communicate their ideas and thoughts. Children play word games to develop their speaking and listening skills. They take it in turns to ask other children questions about a picture on their forehead, that they can not see, to help them guess what the picture is.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a secure knowledge and understanding of safeguarding and child protection. They know who to contact to seek advice and to follow up any concerns. Staff routinely attend training and discuss safeguarding in regular meetings. This helps staff to keep their knowledge up to date. Staff complete detailed risk assessments to help keep children safe. Children learn how to keep themselves safe. For example, they use challenging equipment, such as monkey bars safely. Children have an active role in risk assessing the resources and at the end of each day they make sure that all equipment is still in a safe condition.

## Setting details

<b>Unique reference number</b>	EY560347
<b>Local authority</b>	Medway
<b>Inspection number</b>	10194196
<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 at time of inspection</b>	4 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Energy Kidz Ltd
<b>Registered person unique reference number</b>	RP901001
<b>Telephone number</b>	07970499197
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Energy Kidz Out Of School Club - Barnsole registered in 2018. It is an out-of-school provision located in the grounds of Barnsole Primary school, Gillingham in Kent. The setting is open Monday to Friday from 3pm until 6pm, term time only. The setting employs two members of staff, both of whom hold relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection, the inspector spoke to the manager, children, parents and staff and considered their views.

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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