

Inspection of Energy Kidz Out Of School Club - Tunbury ME5

Tunbury Primary School, Tunbury Avenue, Chatham, Kent ME5 9HY

Inspection date:

6 October 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

All children are excited to come into the club and show good levels of independence. They enthusiastically engage in the activities that staff plan for them. Children enjoy talking about pirates and extend their interest as they play with the pirate ship and look at books about ships. Children have good social skills and build meaningful friendships. They enjoy each other's company. Children behave well and are polite and kind to each other. They are confident to share their ideas and thoughts. Staff encourage children to talk about their feelings and about their day at school. Children articulate their thoughts about their day well. They demonstrate high levels of confidence, when playing word and language games. For example, they roll a dice with words on each side to create a short sentence.

All children enjoy physical play. Children enjoy a variety of team games and follow rules and instructions. This includes running games and frisbee activities. Children enjoy bringing their imagination alive. They demonstrate this as they delight in dressing up as different characters, such as princesses. Children are keen to use the inflatable microphones and guitars to sing in their 'band'.

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

- Staff establish secure and trusting relationships with children. They get to know their individual likes and dislikes well. This supports staff to plan activities that they know children will enjoy. Children are happy, settled, and confident during their time at the club. Children are confident to share their ideas about what they would like to do at the club. Staff implement their suggestions into the activity plans. Children take ownership of the club and have a good sense of belonging and positive levels of well-being.
- The manager and staff effectively evaluate their practice together. For example, the manager highlights that she wishes to build on staff's knowledge and confidence. In particular, in relation to extending opportunities children have to respect and understand other peoples' similarities and differences. This includes learning about a wider range of festivals celebrated around the world. At the end of each day, staff discuss how well the children engaged in their play. They discuss what they would like to do again and how they could make improvements. They gather children's views and thoughts and this helps children feel included and listened to.
- The manager closely monitors the quality of care and play opportunities staff provide. For instance, she routinely observes staff as they interact and play with children. The manager gives staff helpful advice to support their future practice. All staff complete beneficial training. For example, they recently learned about how to communicate with all children in different ways, such as using simple

signing. Staff learned about the different ways to support children to manage their feelings and to support their good behaviour.

- Staff establish positive relationships with parents. They help them to feel involved and informed about their child's day. Staff communicate with parents daily. For instance, they share information about what their child has enjoyed at the club. Staff pass on any information from teachers about their child's time at school.
- Staff communicate with teachers at the school they collect children from daily. They talk about what the child has enjoyed doing at the school and club. Staff support children's learning from the school and successfully provide children with consistent play experiences. For instance, they support children by talking about what they have learned at school and help them to complete their homework at the club.
- All staff support children to gain a secure understanding of the importance of healthy lifestyles. They encourage children to follow good health and hygiene routines. Children remind each other to wash their hands before snack and discuss the importance of washing away germs. Children enjoy making healthy items, such as fruit kebabs and fruit yogurt.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge and understanding of the safeguarding and child protection policies. They know who to contact to seek advice from and know how to follow up any potential concerns. Staff discuss safeguarding in regular meetings. They keep their safeguarding knowledge and understanding up to date. For instance, they carry out independent reading and research and attend routine training. Staff complete detailed risk assessments to ensure they keep children safe. For example, staff have introduced the use of high-visibility jackets for children to wear, when they are collected from school and when they play outdoors. This ensures staff can clearly and quickly identify all children who attend the club at all times.

Setting details

Unique reference number	2525644
Local authority	Kent
Inspection number	10208267
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 10
Total number of places	24
Number of children on roll	20
Name of registered person	Energy Kidz Ltd
Registered person unique reference number	RP901001
Telephone number	07970499197
Date of previous inspection	Not applicable

Information about this early years setting

Energy Kidz Out Of School Club - Tunbury ME5 registered in 2019. It is an out-of-school provision located in the grounds of Tunbury Primary school, Chatham, Kent. The setting is open Monday to Friday from 7am to 9am and 3pm until 6pm, term time only. The setting employs three members of staff, two of whom hold relevant early years qualification at level 2 and one member of staff has a 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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