

# Inspection of Chirpy Kids Out Of School Club

Stone Community Hall, Stone Pavilion, Hayes Road, Greenhithe, Kent DA9 9DS

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Inspection date:

19 January 2022

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

**This inspection**

**Met**

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Previous inspection

Not Met (enforcement)

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

### **This provision meets requirements**

Children are picked up from the local school and arrive happily at the setting. They understand how to keep themselves safe during the walk to the setting and they know the routine upon arrival. For example, children hang their coats up and wash their hands before they settle down to the activities that have been set up. Children are sociable and communicate well with each other. They share toys independently and wait their turn when playing games. For example, children play cooperatively together when playing a game using spinning top toys. They encourage each other to have a go and praise each other when their spinning top travels the furthest.

Children have free access to a secure outside space. They access resources they require and know they must tidy these up afterwards. Children independently work together to build a spiral shape out of wooden blocks. They check with each other that they are ready before knocking this down and watching the spiral domino effect. Children are supported to recognise each other's feelings. For example, children talk openly about their feelings. This helps them to resolve minor conflicts during their play.

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

- The provider has worked hard since the last inspection to make necessary improvements. She has a robust recruitment procedure and makes sure all new staff complete an induction. Staff are supported to attend various training courses. They have recently attended training to raise their awareness of children's specific needs and how to support them. As a result, staff feel confident when supporting children who may have special educational needs and or/disabilities.
- Parents are happy with the setting and the care their children receive. They feel well informed about what their children do at the setting. Parents like how flexible they can be with their sessions and how the provider tries to meet their working needs. Parents feel listened to when they make suggestions about how the setting can improve. For instance, the provider has introduced more craft activities following feedback from parents.
- Staff support children's understanding of making healthy eating choices and promote opportunities for children to be independent. For example, children enjoy a freshly prepared light tea while at the setting. They can choose what they want to eat from a variety of healthy options. Children sit together at mealtimes and can choose when they are ready to eat. Children talk to each other about the food they are eating and share their likes and dislikes with staff. Once they have finished their food, children independently tidy their plate away.

- The provider supports and updates staff on a daily basis about any specific changes to the session. She also provides opportunities for staff to discuss any concerns they may have about children. This helps to identify solutions to any issues that may arise. However, the provider recognises that this has not been done as regularly as she would like and is putting in place a system to improve this.
- Children form friendships at the setting and encourage each other during play. They praise each other's efforts during physical games. For example, children say 'you have got good stamina there', when encouraging others to keep going.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider is also the designated lead for safeguarding and understands her role to ensure children's safety. She makes sure all relevant training is kept up to date. Staff know how to identify signs that a child may be being exposed to harm and the procedure to follow to report their concerns. Staff know where to find information to help them manage any allegations made against adults working with children. Staff ensure children's safety when collecting them from school. The children wear high-visibility jackets and are escorted safely across the road. Staff conduct daily risk assessments to ensure the premises are safe and secure for children.

## Setting details

<b>Unique reference number</b>	EY558349
<b>Local authority</b>	Kent
<b>Inspection number</b>	10193090
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Agyemang-Dua, Afua
<b>Registered person unique reference number</b>	RP558348
<b>Telephone number</b>	07961521540
<b>Date of previous inspection</b>	24 September 2019

## Information about this early years setting

Chirpy Kids Out Of School Club registered in 2018 and is situated in Greenhithe, Kent. The group provide care, Monday to Friday from 3pm to 6pm, during term time only. The setting employs three members of staff.

## Information about this inspection

**Inspector**  
Pippa Clark

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the provider about the leadership and management of the setting and sampled key documentation.
- The inspector spoke to staff and children throughout the inspection and gained the views of parents.
- The inspector viewed the provision and discussed the safety and security of the premises.
- The inspector observed the interactions between staff and the children.

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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