

Inspection of Kids Aloud at Meir Heath Primary School

Meir Heath Cp School, Golborn Avenue, STOKE-ON-TRENT ST3 7JQ

Inspection date:

1 March 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy the time they spend at this extremely sociable and caring club. They are spoken to very respectfully and, as a result, children are extremely polite to each other. For example, they say 'can I sit next to you please?' followed by 'thank you' when they wish to join an activity. Older children show care and concern for younger children's needs. They ask 'are you ok?' when their friends hurt themselves. Relationships between children are kind and meaningful. Children who engage in the same group activities spontaneously begin to collaborate with each other as they sing different verses of a popular song. They know to wait for their turn, and they give their peers time to sing solo. Children develop strong self-esteem and make good friendships.

Older children are developing responsibility and trust. They are supported to use facilities outside of the main hall within a safe 'buddy system'. This enhances their independence. Children thrive in a highly supervised environment, where they are taught to keep themselves safe and work as a team. They develop leadership skills as they enjoy a physical game of football. They pick teams and plan strategies. Children follow instructions to ensure a fair and safe game. They show lots of control when cooperatively passing the ball back and forth to each other. They engage in healthy competition within a safe environment.

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

- Staff ensure that all areas of the premises are suitable and safe for children. They constantly assess potential risks within the environment to support children's welfare. For example, when children get wool tangled around their legs during a creative activity, staff are quick to assist. That said, at times, staff do not always correctly assess the level of risk and they intervene too quickly. For example, when children are practising their cutting skills, staff sometimes do the cutting for them. This has an impact on children's independent learning and ability to problem solve.
- Children benefit from kind and caring key people, who console them by using innovative ways to support their emotional well-being. For example, children sit in a 'magic chair' when they hurt themselves during play. They say the chair 'fixes children'. Positive relationships between children and staff are evident.
- Managers and staff work in partnership with parents and the host school to have a positive impact on children's experiences. Since the last inspection, staff ensure communication is shared more effectively. Parents are extremely happy with the service and children say they like coming to the club. Key people help children with their homework to ensure school success. They text parents photos of children's experiences and share regular updates regarding their well-being

and achievements.

- Children's views are considered daily to understand what activities they would like to explore. Children's interests underpins the whole play environment. Staff evaluate what experiences children have had during the day and ensure sessions benefit well-being. For example, when children have limited outdoor play, staff plan for physical gross motor play indoors.
- Staff fully support children to settle through a well-thought-out induction process. They assess children's confidence and evaluate their emotional needs. Key-person systems are in place and staff know the children and their families very well.
- The manager prioritises training to enhance staff knowledge and further develop their skills. She ensures professional development benefits the service they provide. Managers are keen to drive improvement. They conduct peer observations and have regard to the views of parents to evaluate their practice.
- Staff provide healthy, nutritious food and ensure children have access to fresh drinking water. They prepare the food before children arrive, therefore, children do not take part in the preparation. As a result, children do not benefit from a hands-on approach to learn about healthy food nor does the routine help to promote children's independence. Children are not provided with opportunities to prepare and serve their own food. Since the last inspection, the manager has evaluated how the COVID-19 pandemic has had a negative impact on children's self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection and all safeguarding issues, including female genital mutilation, the 'Prevent' duty, peer-on-peer abuse and online safety. Staff demonstrate the correct procedures to follow should they have concerns about a child's welfare, staff conduct and allegations against colleagues. Managers have procedures in place to ensure that staff are suitable to work with children. They regularly quiz staff and use induction and ongoing supervision meetings to ensure they understand their role in safeguarding children. Managers demonstrate their responsibility to ensure the safe collection of children. Children are taught not to talk to strangers.

Setting details

Unique reference number	EY433551
Local authority	Staffordshire
Inspection number	10074905
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	58
Number of children on roll	94
Name of registered person	Blythe Bridge Day Nursery Partnership
Registered person unique reference number	RP907690
Telephone number	07960 629478
Date of previous inspection	27 January 2016

Information about this early years setting

Kids Aloud at Meir Heath Primary School registered in 2011. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club is open each weekday during school term time from 7.30am to 9am and from 3.20pm to 6pm.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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.
- The manager and the inspector completed a tour of the grounds.
- The inspector observed the interactions between staff and children throughout the afternoon and evaluated the impact on children's well-being and welfare.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability, safeguarding, behaviour and safe and respectful care policies.
- The views of parents were considered by the inspector, through verbal discussions.

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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