

# Inspection of Red Kite Schoolies

Knaresborough Cricket Club, Aspin Lane, Knaresborough, Yorkshire HG5 8EP

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Inspection date:

14 April 2022

**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

Children are happy. They have fun and thoroughly enjoy their time in the friendly, relaxed and safe environment. Children are eager to join in with a broad range of play opportunities. These are expertly planned by the highly qualified manager, in consultation with staff and children. Children thrive on staff's positive, warm and motivating interactions, for example while creating Easter chick collages and nests. Staff enhance children's fun and enjoyment with their excellent enthusiasm.

Children behave exceptionally well and respond positively to staff, who are excellent role models. They readily follow the club rules and are kind, polite and respectful. For example, children listen to one another's answers during an engaging Easter-themed quiz. Children work collaboratively to solve the rhyming clues during an Easter egg hunt.

Children take part in expansive activities, designed to foster their social skills and friendships. For example, they cooperatively play exciting games. They take turns to carefully remove plastic leaves from the tree where a hive sits on top. Children try to avoid any bees tumbling into their tray below, as the aim is to have the least bees at the end of the game. They express sheer delight when the golden bee falls, meaning they can put any existing bees back into the hive.

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

- Staff reinforce the positive attitudes and essential skills that children require for successful learning in school and beyond. For example, children are very independent and they have a wonderful approach to new experiences. They show sheer enjoyment and concentrate intently during activities.
- New children are settled and have secure emotional attachments to staff. However, staff do not routinely gather purposeful information on entry to provide a clearer picture of new children who are not already known to them.
- Staff plan activities around extensive topics, to build on children's knowledge and skills and complement what they are learning in school. For example, children learn about space and science. As part of this, they create erupting volcanoes using vinegar and bicarbonate of soda and learn about plant science. The manager uses software to create innovative presentations around topics to enrich children's experiences.
- Staff help children to learn about diversity in certain respects. For example children learn about different buildings and animals from around the world. However, staff do not expand on children's understanding of people, families and communities beyond their own.
- Staff encourage children to have a go during craft activities, while sensitively

offering them support. For example, when glue proves unsuccessful, staff suggest that children use split pins to attach the feathered wings to the chick's body. This enables the wings to move up and down. Children show great pride in their achievements.

- Staff reinforce early mathematical skills effectively in enjoyable ways. For example, children count how many bees have tumbled from the hive in their game. During a different game, children learn about magnetism as they strap on a bee headband with magnetic antennae to collect the 'pollen' balls. Children draw and cut out triangles that represent their chick's beak.
- Staff praise children constantly, for example for their 'fabulous' listening when walking to the park and their 'awesome' chicks. This helps to foster children's self-esteem and confidence. Staff help pre-school children, aged four years, grow in confidence. For example, they explain how to join the lines up to create a triangular beak and excitedly share in children's success.
- Staff help children to learn about their bodies and how to live a healthy lifestyle. For example, they encourage children to make healthy food choices and implement good hygiene routines. Staff also plan activities, such as a quiz on parts of the body and a scavenger hunt to find pictures of skeleton parts and organs.
- Staff make their own resources to reinforce early literacy skills creatively, such as forming simple words. They provide ample resources to strengthen children's small physical skills, such as hammer and nail pattern boards.
- The manager monitors practice to identify improvements. Staff's qualifications, and opportunities for further training, have an extremely positive impact. For example, staff have introduced more challenging mathematical activities, such as building structures using dry spaghetti strands and marshmallows.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand child protection issues. They help children to stay safe through carrying out effective risk assessments indoors and outdoors. Staff implement safe practices. For example, children wear high-visibility vests and hold hands in pairs when staff take them to the park. Staff place themselves at the back, in the middle and at the front of the group of children during the short walk. They undertake constant headcounts. Staff talk to children about the safety rules before embarking on the outing, which children fully understand and comply with. Staff encourage children to take managed risks, while keeping themselves safe, for example when accessing physical apparatus.

## Setting details

<b>Unique reference number</b>	2543127
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10215422
<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 7
<b>Total number of places</b>	16
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Red Kite Day Care Nursery Limited
<b>Registered person unique reference number</b>	RP905835
<b>Telephone number</b>	01423 867345
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Red Kite Schoolies registered in 2019. It operates from Knaresborough Cricket Club in North Yorkshire. There are four members of staff who work at the club, including the owner who is also the manager. Two staff hold appropriate qualifications at level 3 and the owner holds qualified teacher status. The club is open Tuesday to Friday. During term time, it is open from 7.30am to 9am and from 3pm to 6pm. During the school holidays, the club is open from 8am to 5pm. During term time, the club offers care exclusively to children from Aspin Park Academy. However, the holiday clubs are open to all children aged from four to 11 years.

## Information about this inspection

**Inspector**  
Rachel Ayo

## 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 observed the safety and suitability of the premises. She also accompanied staff and children on their outing to the park.
- The inspector completed a learning walk of the areas used by the club with the owner to find out how the club is organised and the range of activities provided.
- The manager and the inspector completed a joint observation of an activity taking place.
- The inspector spoke to staff during the inspection and gained feedback from parents. She also spoke to children about their experiences at the club and what they enjoyed doing.
- The inspector checked a sample of documents, including policies and procedures, certificates of training, and documents relating to the suitability of staff. The manager shared written feedback from parents and the headteacher of the children who attend the before- and after-school club during term time.
- The inspector held regular meetings with the manager throughout 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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