

Inspection of Energy Kidz Out Of School Club - Edgebury Br7

Edgebury Primary School, Belmont Lane, Chislehurst, Kent BR7 6BL

Inspection date: 13 May 2022

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

Children enjoy their time at the club. Those children who have recently started are eager to attend. They quickly settle into the club's routines and build new friendships as they socialise in wider groups. Children show that they are confident communicators. For example, they contribute well to discussions with staff about the club's rules and expectations.

Children build well on important skills. They follow instructions well, for instance, as they join in with challenging physical games. Children show that they are proud of their achievements and celebrate the successes of their friends. Children show deep focus as they make colourful patterns during art and craft activities. They go on to write their names on their artwork.

Children show care and consideration for each other. They are encouraged to manage their self-care needs independently, for example, as they 'buddy up' with older friends. Children have first-hand experiences of animals, such as rats, snakes and spiders, during special sessions. They have fun playing with giant water guns. Children have good opportunities to share their ideas and express how they feel. For example, they use coloured tokens to indicate how they feel about club activities.

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

- Leaders strive to make continual improvements. They monitor the service effectively and involve staff in their evaluation of club activities. Leaders work well with school staff and other users of the site to ensure the smooth running of the service. Staff, including those who work on a temporary basis, are clear about their roles and responsibilities.
- Staff demonstrate positive interactions with children. They engage children in enjoyable activities well, overall. Although a key-person arrangement is in place, it is not fully effective. Staff do not yet consider how to adapt activities and routines to better meet the development needs of the youngest children.
- Staff help children to behave well. For example, staff help children to understand the potential impact of their actions when they, very occasionally, become boisterous. Staff recognise when children need more active play opportunities. Children quickly settle down when these are provided. Children respond well to instructions. For instance, they wait patiently as staff collect their friends from other classrooms.
- Children practise skills that they need for the future. They count dice and write their names on artwork. Children interact and communicate with others in positive ways, including during large-group activities. For example, they enjoy

board and ball games with older friends. Children develop their independence. They clean their hands and locate their bags and water bottles.

- Staff plan creative activities that children enjoy. Children swing their feet with excitement as they look forward to decorating doilies at the craft table. They go on to use dabbers to create colourful patterns. Children have fun using their imaginations. They pretend to be robots and carefully create structures with interlocking bricks. Staff show children that their creations are valued.
- Staff encourage children to use their bodies in different ways. Children become increasingly assured about their physical abilities. Children gain confidence as they practise how to catch and throw. They take part in active group activities, such as relay races. This helps children to collaborate, build resilience and be confident to compete as part of a team.
- Parents speak positively about the club and the staff team. They appreciate the opportunities for their children to socialise and take part in different activities. Children write and draw about what makes them happy to attend. Their comments include a lot of smiley faces.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow safer recruitment guidance. Arrangements to assess staff suitability are robust. Staff are confident to recognise potential risks to children's welfare, including exposure to extreme views or ideas, unsafe technology, or alcohol misuse. Staff understand the procedures to follow if they think a child is at risk of abuse or harm. They are clear about how to respond if they have concern about the behaviour of a colleague or school staff. Staff show that they implement procedures such as collection of children and risk assessments effectively. They maintain accurate records of children's attendance. Children's dietary and health needs are managed well.

Setting details

Unique reference number	2536552
Local authority	Bromley
Inspection number	10208587
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 11
Total number of places	30
Number of children on roll	122
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 - Edgebury Br7 registered in 2019. It is located within Edgebury Primary School in Chislehurst. It is one of several sites operated by the provider that offer out-of-school care and holiday camps. The out-of-school club operates during term times from 7.30am to 9am and from 3pm to 6pm, Monday to Friday. During school holidays, the holiday club is open from 8am to 5.30pm, Monday to Friday. Four staff, including the manager, work directly with children. The manager holds a relevant qualification at level 3.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the club 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 provision.
- The area service manager showed the inspector around areas of the school used by children. She explained how staff support children to engage in activities.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's enjoyment.
- The inspector spoke with staff, parents and children as part of the inspection.
- The inspector reviewed documents. These included evidence of staff's suitability and professional development and relevant policies and procedures.

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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