

Inspection of Kids Like Us

Holbrook Primary School, Holbrook School Lane, HORSHAM, West Sussex RH12 5PP

Inspection date:

20 September 2022

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children thrive at this inclusive and welcoming setting. Children are bursting with excitement when they see the staff coming to collect them from their classroom doors. They eagerly ask what is on offer for them at the after-school club. Children are warmly greeted into the setting by the knowledgeable staff, who know each individual child so well. This includes children that have only just started to attend the setting.

Children know the routines exceptionally well. For example, they know to hang their coats up, put their book bags into the named class trays and place their water bottles on the table. The routines are seamless and conducted with maturity. Children then enter their rooms and settle down in conversation with their friends as they eat their snack.

Children have fun. The setting is an abundance of happiness and laughter as the children get to explore the resources on offer. The large outdoor space is popular with all the children. They are provided with opportunities to play football, blow bubbles, explore their physical skills as they climb on the fixed play frames, and experiment with their self-made paper aeroplanes. Children show high levels of well-being and concentration at activities that meet their individual needs and interests.

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

- Children behave impeccably. There is a real feel of mutual respect between the children and staff. There are clear rules in place that have been decided by the children. Staff are highly effective in ensuring that these rules are followed through and that all children are accountable for their behaviour. For example, children understand the behaviour chart that is consistently used. They understand that a green face means positive behaviour and a red face means that particular behaviour needs to be improved. This gives children responsibility to rectify their behaviour in order to be moved back onto the green face.
- Children lead their own play. They are provided with stimulating play opportunities that engage and inspire them. For example, children showed delight at using the role-play travel agents to book holidays for their friends and staff. Staff are highly skilled at being involved in the children's play, providing them with experiences that they can use in real life. Children welcome staff in as equals to play and interact with them.
- Children are highly motivated to show kindness and follow the setting rules. As a reward for showing exceptional kindness, children can take home the 'top banana' mascot for a week. This helps motivate children to demonstrate

excellent behaviour and positive attitudes to learning. Children share a passion for celebrating their friends' successes. For example they say 'well done' to their friends when they receive the top banana award.

- Staff liaise with the school and other agencies that are involved with children to ensure that there is a consistent approach. For instance, the supervisor meets with the children's class teachers, to see if there are areas that the provision can work on to support what the child are learning. Children with special educational needs and/or disabilities have their individual needs met. The well-qualified and experienced staff are quick to pick up on any concerns and share these with parents. This means that referrals are made in a timely manner to ensure that children quickly receive the help and care that they need to flourish.
- The management team work closely with all the staff. There is a culture of ensuring that the children are happy, motivated, and engaged. Staff have a voice and feel well supported in their role. Professional development opportunities are encouraged to broaden the range of skills the staff team have. Their positive attitudes and commitment to providing the children with the best experiences, adds to the warm feel of the setting. There is a real sense of community spirit.
- Parents have huge respect and praise for the setting. They feel included and get to meet with staff daily for hand-over conversations. Parents praise how friendly the staff are and how much their children enjoy attending the club. They get to be a part of decision making and their ideas are welcomed.

Safeguarding

The arrangements for safeguarding are effective.

There is a secure culture of safeguarding within the setting. All staff understand the part they play in ensuring that the children are kept safe and that concerns are passed on without delay. As part of induction staff are expected to undertake safeguarding and prevent training, so they have a thorough knowledge of the procedures before they begin. Staff are aware of the changing needs of children with regards to what they are accessing on social media, and other risks such as radicalisation and county lines. Staff know the importance of record keeping with regards to safeguarding children.

Setting details

Unique reference number	EY412308
Local authority	West Sussex
Inspection number	10225861
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	60
Number of children on roll	97
Name of registered person	Kids Like Us Ltd
Registered person unique reference number	RP526175
Telephone number	07707 067075
Date of previous inspection	11 October 2016

Information about this early years setting

Kids Like Us registered in 2010 in Holbrook Primary School in Horsham, West Sussex. The provision is open Monday to Friday from 7.45am to 8.45am and from 3pm to 6pm, during term time only. There are eight staff, four of whom have a relevant qualification at level 3.

Information about this inspection

Inspector
Kelly Southern

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 owner/supervisor showed the inspector around the setting and discussed how she organises the provision.
- The inspector observed children during their play and activities both indoors and outside.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- Parents shared their views of the holiday club through written feedback to the inspector.

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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