

# Inspection of Out of this World Kids Club

The Joseph Lappin Centre, Mill Lane, Liverpool L13 5TF

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Inspection date: 12 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are happy and secure in this setting. They are greeted warmly when they arrive. This helps children to settle quickly. Children are encouraged to explore and experiment. For instance, children talk about the junk modelling pirate ship they created and predict if it will float or sink? Children are encouraged to ask questions and decide how they would find this out. Children use sign language when singing songs and to name different colours. This builds on their developing communication skills. All children, including those with special educational needs and/or disabilities (SEND), make secure progress in their learning from their starting points.

Children who speak English as an additional language are supported to settle well into the setting. They use voice boxes to listen to their parents saying positive messages in their home language. The children press the box to hear the phrases and are then emotionally ready to play and learn with their friends. Children are given choices about where they want to play. This shows them that their ideas are valued. Staff sensitively respond to children's emotions, and this supports the children to follow instructions and join in activities. Children are keen to tidy the table after play and are proud to have helped.

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

- The manager has a clear focus for the curriculum, and the team delivers this to the children. The curriculum is ambitious for all children, including those with SEND. The staff ensure that children with SEND access necessary support from relevant professionals. They also provide targeted learning activities to ensure the curriculum is tailored to meet children's individual needs.
- Overall, staff support children's learning and development well through a broad and varied curriculum. They interact with children and ask questions to broaden their knowledge. However, on occasion, daily routines do not focus clearly on encouraging children to develop their independence skills. For example, staff do not always support children to use the correct cutlery at mealtimes.
- Children are offered choices, such as indoor or outdoor play. This fosters an atmosphere of mutual respect between staff and children. Staff continually model good manners. This helps children learn kindness and respect for others.
- Children's emotional development is supported through a focus on them knowing about their own feelings. Effective key-person relationships are in place. Staff sensitively support children by knowing their behaviour and offering options to go to the sensory room. In the sensory room, children are calm and enjoy the bubble tube and light box. This helps them to discuss their feelings with their key person and supports their listening and attention skills.
- Children explore mathematical concepts with staff when building. Children also

confidently talk about cutting their fruit in half and excitedly recognise and name colours.

- The curriculum offers a wealth of opportunities for children to learn about different cultures and communities. Children learn about similarities and differences that promote their understanding of equality and diversity. For example, children engage in meaningful conversations when playing with toys that promote equality and diversity, such as small world people with visible disabilities. They also share stories about families with parents of the same gender. This helps prepare the children for life in modern Britain.
- The manager works closely with teachers at the local school to provide joint education and care for some children. They work together to ensure the curriculum is focused on the skills and knowledge the children need to be ready for school.
- The manager supports staff to continue their professional development. She carries out peer observations and holds regular meetings to review the setting's practice. This helps staff to develop their teaching of the curriculum and ensures that they are motivated to work as a team. Staff speak highly of the manager and feel their well-being is supported through good communication and teamwork.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that safeguarding procedures are in place to help keep children safe. The manager consistently implements safer recruitment procedures. Staff are aware of their responsibility to report allegations against other staff. Staff keep their knowledge of child protection up to date. As a result, they know the signs that may indicate a child is at risk of harm. Staff are highly vigilant when babies are sleeping. To minimise risks, staff have robust sleep procedures in place that maintain safe sleeping for children and babies.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- ensure staff provide further opportunities for children to develop their independence skills.

## Setting details

<b>Unique reference number</b>	EY451481
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10233848
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	Out of this World Kids Club Limited
<b>Registered person unique reference number</b>	RP531856
<b>Telephone number</b>	07522970713
<b>Date of previous inspection</b>	14 December 2016

## Information about this early years setting

Out of this World Kids Club registered in 2012. The setting employs nine members of childcare staff. The setting opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 3pm. The setting also provides out-of-school care from 3pm until 6pm during term time. The setting runs a holiday club during the school holidays, from 8am until 6pm. The setting provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Gill Blackwell

## 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 manager carried out a learning walk with the inspector and talked about what they want their children to learn.
- The inspector carried out observations of the interactions between staff and children.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Staff, parents and children spoke to the inspector throughout the inspection.
- The inspector held a leadership and management meeting with the manager.

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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