

# Inspection of Brookside Kidz Club

Brookside Primary School, Rostherne Avenue, Great Sutton, ELLESMERE PORT  
CH66 2EE

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Inspection date: 10 November 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

Children arrive happy and settle quickly in this homely club. They put away their coats and bags independently and confidently request what they would like to play with from a range of resources. They are developing their self-help skills. Children form warm relationships with staff and eagerly talk about their day in school. Staff listen to children's ideas and support them to use their imaginations. For example, they talk together about where they will go on holiday and what they will do when they arrive.

Children have ample opportunities to enjoy safe physical play. They benefit from the use of the school's outdoor space. Children chose what resources they would like to take outside and enjoy team games, such as football. This supports children's physical development and helps them to learn to play cooperatively.

Children behave well. They are respectful and kind to staff and to each other. For example, they wait patiently for their turn when playing games and use their manners. Older children act as role models for younger children and help them with tasks, such as washing their hands.

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

- Staff have high expectations of all children. They are supportive and encourage children to keep trying. For example, when playing games that require high levels of skills, children are praised for their efforts and encouraged to think about different ways to achieve their goal. This supports children's self-esteem and builds resilience.
- Staff are skilled in building on what children already know. For example, when playing, children are reminded what they have learned in class and supported to recognise numbers and count dots on dice. This helps with recall skills and supports mathematical development well.
- Children are confident and self-assured. They are welcoming to visitors and speak with confidence about their favourite club activities and what they like to do at school. They say they 'love playing in the dolls' house' and 'being with their friends'.
- Staff teach children the language of feelings and how to manage their strong emotions. For example, they encourage children to use breathing techniques to calm down and to reflect on how their behaviour affects their friends. This supports children's personal development.
- Communication with school is effective. Staff share learning information well. They make efforts to find out what children are learning in school and support this learning in the provision. For example, young children are practising their

fine motor control in school, and at the provision they enjoy cutting and sticking. This is helping them to improve their early writing skills.

- Partnerships with parents are good. Parents praise the flexibility of the kind staff. They comment that they are 'happy with the variety of activities' on offer. Daily communication provides opportunities to share information on what children have enjoyed and upcoming key events. Staff meet with teachers and effectively pass on information as needed to parents.
- The well-established team talk positively about the support they receive from the manager. There are systems in place for the manager to identify mandatory training needs. However, supervisions are not used to evaluate and target specific areas of staff's professional development, to enhance the good quality interactions even further.
- Children are able to help themselves to drinks when they are thirsty and are offered a range of snacks after their day at school. They are developing good hygiene habits and are aware of the importance of hand washing before they eat.
- Children have opportunities to learn about their communities. They learn about key events, such as Remembrance Day, and enjoy joining in with celebrations, such as Chinese New Year and Diwali. This helps to extend children's knowledge of the wider world.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are aware of their responsibility to keep children safe. They are clear in the actions they would take should they have concerns over a colleague or the welfare of a child. Staff have opportunities to refresh their safeguarding knowledge and share training opportunities with the host school. This helps to provide a high level of consistent knowledge. Robust policies and procedures underpin the setting's good practice. Managers risk assess the premises to ensure areas are secure and hazards minimised. All staff hold paediatric first-aid certificates and are qualified to administer first aid. This helps to keep children safe in the event of an accident.

## Setting details

<b>Unique reference number</b>	EY344905
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10233705
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Brookside Kidz Club
<b>Registered person unique reference number</b>	RP910168
<b>Telephone number</b>	0151 558 1123
<b>Date of previous inspection</b>	19 December 2016

## Information about this early years setting

Brookside Kidz Club registered in 2007. The club employs five members of staff, all of whom hold appropriate early years qualifications at level 3. The club is privately owned and managed by a committee. It opens from 8am to 9am and from 3pm to 5.30pm, during school term time only.

## Information about this inspection

### Inspector

Kerry Maddock

## 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 of the setting.
- The inspector spoke to the manager and staff and looked at a sample of documentation, including evidence of the suitability of those working at the club.
- The manager gave the inspector a tour of the areas used by the club. The inspector observed the quality of interactions between staff and children.
- Parents shared their views with the inspector.
- Children told the inspector about their friends and what they like to do when they are at the club.

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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