

# Inspection of Sutton Kids Club

Sutton Primary School, Bayley Way, Hereford HR1 3SZ

---

Inspection date:

23 November 2022

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

**This  
inspection**

**Met**

---

Previous  
inspection

Good

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

### **This provision meets requirements**

Children enjoy attending this welcoming and entertaining club. They are brought safely to the club by their class teachers and are greeted with a smile and warmth by the team of dedicated staff. Staff talk to children about their day and share with them the activities on offer. This helps children to feel safe and secure and builds on their feelings of being valued. Children immediately engage in activities that staff have set out for them. Staff know children very well and their interests. For example, staff have created mini football pitches inside boxes, following on from children's interest in the world cup. Children play in pairs, using a straw to blow a table-tennis ball into their opponent's goal. This encourages children to play cooperatively and explore new skills. Staff enhance children's creativity. For example, they provide them with opportunities to design football shirts. Children use a variety of mark-making resources to create patterns and write words to support their developing imagination. Staff talk to children as they describe what they have created and discuss the name they have given to their sports team.

Staff have high expectations for children's behaviour, children behave well, share resources and show kindness to their friends. Staff and managers have developed the setting, so that children have access to a safe indoor and outdoor environment. Children can choose where they would like to play, with adult supervision.

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

- Children take part in a variety of activities that complement what they have been doing in school. Positive links between the school and club allow staff to share information about children. This enables staff in the club to continue to support children's next steps and consolidate learning. For example, younger children have opportunities to strengthen their fingers through construction and mark-making activities. This supports their developing early writing skills.
- Children learn about other communities and the world they live in. For example, they enjoy exploring the differences between world flags. Children talk to staff and their friends about the colours and patterns and work together to make flags using a range of resources. Staff are active partners in children's play. For instance, children talk to the them about the flags that they have made and name the countries that they belong to.
- Staff have meaningful conversations with children and find out what they would like to play with. They use this information to inform their future planning. This helps to ensure that children always have things to do which interest them. Staff respond to the individual needs of the children. For example, after snack time when children become more physically active, staff provide space for them to play ball games inside safely.

- Staff comment on the positive environment that they have created through good teamwork. They reflect on their practice frequently and enhance the provision to meet the needs of children that attend. Staff working in the club also work in the on-site pre-school. This supports the well-being and transitions for pre-school and Reception children that attend the club.
- Children are provided with a variety of healthy foods that they help to prepare. For example, children butter their own crackers and choose their own fruit. They follow good hygiene routines, such as washing their hands before and after eating. This encourages children to develop their independence skills and good hygiene practices.
- Staff seek the views of parents in the form of a questionnaire. Parents are happy about the care that their children receive and feel that they benefit from the social element of mixed-age groups. Parents report that their children are kept safe and are happy. However, some parents are not always aware of what their children do at the club, that said, this does not negatively impact on children's experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers ensure that only suitable people are employed to work with children. Effective recruitment and induction procedures help staff to understand their roles in safeguarding children. Managers and staff have a robust knowledge of their roles and responsibilities. They have a secure understanding of child protection and safeguarding issues. Staff know the correct procedures to follow should they have any concerns about a child. They supervise children well and ensure no unauthorised person can enter the premises. Staff take part in additional training to strengthen their knowledge. They carry out thorough risk assessments to ensure that children are always supervised by staff, and that regular maintenance of resources used by children are completed.

## Setting details

<b>Unique reference number</b>	EY488016
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10233977
<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>	3 to 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	HMFA Enterprises Limited
<b>Registered person unique reference number</b>	RP902276
<b>Telephone number</b>	01432880387
<b>Date of previous inspection</b>	15 March 2017

## Information about this early years setting

Sutton Kids Club registered in 2015. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 8am until 8.45am and from 3pm until 5pm.

## Information about this inspection

**Inspector**  
Ali Myers

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022