

Inspection of Kids Extra

St. Peters Rc Primary School, Grange Road, Leatherhead KT22 7JN

Inspection date:

6 February 2024

**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 are happy, safe and contented. They thoroughly enjoy their time at the club. Staff take a genuine interest in each and every child and this helps them to feel valued and respected. As such, all children display a very firm sense of belonging and strong attachments to all staff members. Children are given the freedom to play indoors or outdoors. This is a particular strength of the setting, with lots of space provided for children to build on their physical development and have access to fresh air after a busy day at school.

Children's behaviour is exemplary. All children show a mature understanding of managing their own emotions and recognising the needs of others around them. Staff encourage children to be very independent and develop positive attitudes. For instance, children excitedly set up ingredients for teatime and become fully involved in making their own wraps with the healthy range of ingredients provided. From this, children are learning to also make important decisions in regards to their well-being. Younger children are supported well by the key-person system that is used effectively. They quickly settle into the club routines and delight in playing and being part of the older children's imaginative games. For example, drawing rainbows outside with large chalks and singing songs together.

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

- The nominated person, who is also the manager, is very responsible about her roles. She places a very high importance on working well with her team. The recruitment and vetting procedures in place are robust, which ensures the suitability of all staff who work directly with the children. Staff receive regular supervision and staff meetings to share their own views and suggestions. This helps staff to feel respected for their own contributions.
- Lots of information is gathered before children start at the club, to help them to quickly settle into the routines and understand expectations. Transitions between the school and the club are meticulously managed with daily information being prioritised between all staff involved with children. Staff know what children have done each day and are able to support them in all aspects of their care. From this, there is a dedicated approach to the uniqueness of children as individuals.
- Staff help to support children's communication and language by involving them in rich and meaningful discussions. Children are very articulate in their range of words and language they use to express themselves. They eagerly become involved in conversations with staff and other children. For example, as they make bracelets with loom bands, they talk about being 'experts' in how they make their creations. Children are excited to take these home to share with their

family members.

- The manager uses self-evaluation well to identify areas for improvement within the club. The comments of the staff team, the children and the parents are valued in helping to inform further areas for change. For instance, she recognises the need for a sharper focus on professional development opportunities, to ensure that information and legislation changes are updated consistently.
- Children enjoy accessing the resources and activities that staff plan for them. This helps to follow their changing interests. For example, children spend a lot of time creating sculptures from modelling dough, problem-solving as they find additional ways to join different colours. Children are very independent and persevere in tasks of their own choosing and share well with others. For example, younger children practise their cutting skills with scissors and paper, using their increasing hand-eye coordination. This helps to support children to build higher levels of resilience.
- The club establishes very strong partnerships with parents to proactively seek information about their children's changing needs and requirements. Staff take time each day to speak directly to parents who are very complimentary of the club and the direct value it adds to their family. One parent described the provision as 'Wonderful wraparound care, and their approach to making children feel welcome is amazing'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2645409
Local authority	Surrey
Inspection number	10308650
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	70
Number of children on roll	118
Name of registered person	Burton, Samantha
Registered person unique reference number	2645410
Telephone number	07412578808
Date of previous inspection	Not applicable

Information about this early years setting

Kids Extra registered in 2021. It operates from St Peters RC Primary School in Leatherhead, Surrey. The club operates weekdays during school terms, from 7.30am to 8.45am, and after school from 3.20pm to 6pm. There are 12 members of staff employed to work with the children.

Information about this inspection

Inspector

Gwendolyn Andrews

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 her evaluation of the provider.
- A range of documentation was sampled, including suitability checks and policies and procedures. The inspector observed children at play and staff interactions in both the indoor and outdoor environment.
- The inspector held discussions with the nominated individual, the staff and the children at appropriate times throughout the inspection. The inspector spoke directly to parents to gain their views and took all their written views into consideration.
- Discussions were held with staff about their safeguarding knowledge and understanding, including the procedures they would use to report any concerns for a child's welfare.
- The inspector discussed the use of self-evaluation and the current areas identified for improvement. The inspector completed a learning walk with the manager around the areas of the school used for the breakfast and after-school provision.

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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