

# Inspection of Kids Kapers

Mossfield Primary School, Mossfield Road, Manchester, Salford M27 6EH

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Inspection date: 7 March 2024

**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 chat and laugh together as they take part in activities at this welcoming, safe and calm club. They look for their friends and greet each other happily as they settle in. Staff know that children have had a busy day at school, so they plan a relaxing environment. There are quiet spaces for children to play games, take part in craft activities or read books. Larger areas are set out for children to enjoy make-believe play or construction. Children engage well and enjoy the activities provided. They concentrate as they use craft materials to create pretend caterpillars and books. Children work together well. For example, older children show kindness to younger children as they demonstrate how to attach papers together to form a caterpillar. Behaviour is good.

Children are involved in choosing the meals they eat. Staff use menu planning as an opportunity to talk to children about healthy foods. As a result, children develop an understanding of foods that are good for them. Staff ask children about their day and show a genuine interest in each individual child. Their conversations encourage children's confidence and supports their well-being. Children say they look forward to attending the club. They say they like the staff and doing craft activities.

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

- The manager supports staff in their continual professional development and welcomes their ideas for improvements. For example, following recent training, staff plan to implement a new approach to rewarding positive behaviour. This demonstrates their commitment to continuous improvement.
- Staff support children's positive self-esteem by listening to them. For example, while making books, children are eager to talk about what they have learned. They explain that the description at the back of a book is called the blurb. Children are encouraged to share their knowledge. This helps them to build their confidence and supports their interest in learning.
- Children confidently access the toys and resources they want to use. Staff also seek children's ideas when choosing new items. For example, children asked for skipping ropes and these were purchased. This helps children to feel valued and involved in decision-making at the club.
- Staff know the children well. This helps them to have meaningful conversations with children. For example, they discuss changes in families, such as a new baby. This helps children to develop their knowledge of families different to their own. It also helps children to develop a positive attitude towards similarities and differences between families.
- Partnership with parents is good. Parents say their children are eager to attend

the club. They say staff go 'above and beyond' to help them and that 'nothing is too much trouble'. Parents praise staff for the advice and guidance they provide and how this has helped their children. For example, staff share ideas with parents on how to promote good routines at home. As a result, children benefit from consistent routines, which has helped to improve their attendance at school.

- The club staff and the teaching staff at school have developed good partnerships. They know the importance of information-sharing to support children's development, safety and well-being. For example, they share strategies to maintain a consistent approach to support children, including those with special educational needs and/or disabilities. In addition, all staff attend safeguarding training with school staff. This helps communication between the school and the club.
- Children show growing independence skills. For example, they help to prepare their own snacks, as they fill their wraps and roll them up. Children independently wash their hands and are developing good hygiene routines.
- The club has an outdoor area where children have access to a range of provision to support their physical development. Children know that exercise helps to keep their bodies healthy. This further enhances their physical development. Children benefit from spending time outdoors.
- Staff maintain accurate records. For example, they request information about dietary needs and preferences. This helps staff to provide appropriately for children's needs. For example, they are rigorous in food preparation, ensuring children with allergies have the correct foods. This helps to keep children safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY459692
<b>Local authority</b>	Salford
<b>Inspection number</b>	10317194
<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>	45
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Kids Kapers Partnership
<b>Registered person unique reference number</b>	RP532397
<b>Telephone number</b>	07928834217
<b>Date of previous inspection</b>	31 May 2018

## Information about this early years setting

Kids Kapers registered in 2013 and is situated in Mossfield, Swinton. The club employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 3, one at level 2 and two are working towards level 3. The club opens from Monday to Friday, 7.30am to 8.50am and 3.15pm to 5.45pm, during term times. A holiday club is available during the school holidays.

## Information about this inspection

### Inspector

Lynn Richards

## Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the club.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector about what they enjoy doing while at the club.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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