

Inspection of Mistley Kids Club Ltd

Furze Hill Village Hall, Shrubland Road Mistley, MANNINGTREE, Essex CO11 1HS

Inspection date: 1 July 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not Met (with actions)Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time at the busy and active out-of-school club. They enter confidently and place their belongings in the entrance hall, where they are greeted by a member of staff who monitors children's arrivals and departures. This person keeps a general eye on children and adults who are using the playground, field and woodlands outside of the main hall. Children know the setting's boundaries and rules well. Older children hand their mobile phones to managers to keep safe while they are at the setting and understand why they have to do this. Children learn to share and wait patiently for their turn, for example, to play on the computer games.

Some children enjoy being physically active and seek the support of staff to take them to the field to play games or maybe just to go for a walk. The small playground close by is a favourite for many of the children. Staff and children have very good relationships. They chat and share jokes. Staff know the children really well and are on hand at all times to play with them, support them or just observe and check in with them if they look like they are not having a good day.

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

- Since the last inspection, leaders have made a number of changes to their procedures. Many more staff are now trained in paediatric first aid, especially those who transport children to the setting in their cars or act as escorts on the mini-buses. Staff have improved their safeguarding knowledge, and leaders now recognise when they need to refer concerns about adults to other safeguarding agencies. Following a recent incident, the policies around lone working and child supervision have been reviewed and improved.
- Partnerships with parents are strong. Staff and managers have good relationships with parents. They work hard to support the whole family and to be open and inclusive to all children. Parents spoken to state that their children love attending the out-of-school provision and holiday schemes. They feel that their children are well cared for by caring and committed staff. Some parents comment on the way in which staff bring in other professionals to enhance children's experiences.
- Children, including those with special educational needs and/or disabilities, settle quickly into the after-school session. Those who require additional help are supported effectively by staff, who know them well and proficiently follow their lead. This enables all children to participate in both adult-led and freely chosen play.
- Younger children who attend the provision are well supported through the key-person system. Key persons and those who collect children from local schools

have good links with the teachers and relay any relevant information from the school to parents. Staff give parents a clear handover on collection, informing them how their child has been and sharing any important information. Younger children are easily identified when using the park or playing on the field as they wear coloured vests over their clothes.

- Children chat cheerfully to staff as they complete floor puzzles. They talk about the picture they are forming and how the bits fit together. They share and cooperate, taking turns to place their pieces next to the ones already in place.
- Children enjoy a substantial mid-session snack. They understand important health rules, such as washing their hands before lining up to collect their chosen snack. They sit together and share quiet conversations. Children who like to sit apart from others confidently do so. Children learn about healthy eating through their discussions and interactions with staff.
- Children who want a bit of space to self-regulate or to let off steam can use the small soft-play room. Staff are on hand to oversee the use of this room, while enabling children to decide when and how to use it.
- Leaders and managers have effective arrangements in place for supporting and supervising staff. They meet regularly with them to review any training needs, to discuss ongoing suitability and to ensure that they have a good working knowledge of the setting's policies and procedures. Leaders with responsibilities for this aspect of staff management are constantly reviewing more effective ways to support and coach the staff team to strengthen the already effective arrangements.

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	EY454507
Local authority	Essex
Inspection number	10356645
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 18
Total number of places	60
Number of children on roll	542
Name of registered person	Mistley Kids Club Limited
Registered person unique reference number	RP906513
Telephone number	07809176252
Date of previous inspection	29 August 202329 August 2023

Information about this early years setting

Mistley Kids Club Ltd registered in 2012. The setting employs 48 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2, 3 or above. The setting opens from Monday to Friday, all year round. Sessions are from 3pm until 6.30pm during term time and from 8am until 6pm during school holidays. The setting opens one Saturday per month, from 10am to 4pm.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector viewed the premises and discussed the safety and suitability of the premises.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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.

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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