

Inspection of Kenex Out of School Club

Sparcs Building, Vicarage Road, Swinton, Manchester M27 0WA

Inspection date: 11 July 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Staff have created a play environment that is an oasis of calm and tranquillity. As children arrive the atmosphere buzzes with their excitement. Everywhere that you look, children are immersed in play. Their laughter fills the air and their energy is truly palpable. Staff provide children with a first-rate play programme that is built on research and playwork principles. Children thoroughly enjoy the array of activities that ooze awe and wonder. They are fascinated while making 'perfume' from herbs and grass. For example, children talk about the process of mixing ingredients and watch how these change when they add water. Staff encourage children to develop their imaginative skills. They enact the roles of builders with children and travel to a 'hidden island' while digging in sand.

Staff are good role models. They provide children with clear expectations for their behaviour. Children are polite and courteous. They talk about their feelings with their friends. Staff read books to children that explain emotions. Children talk about how they are feeling and what makes them happy. They have a strong sense of belonging and feel safe at the setting.

Staff teach children about the importance of healthy living. They talk to them about good oral health and about healthy eating. Children develop a good awareness of how to keep healthy, such as exercising regularly. Staff promote children's individuality exceptionally well. For instance, they encourage children to express their feelings through singing and dancing. Children are confident to talk about the many ways that make them and their friends unique. For example, they discuss how some children come from different countries and have different types of families. Children gain a good understanding of the wider world.

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

- The setting continually reflects on ways to bring about improvement. For example, through reflection, it has improved the outdoor play areas to keep children better engaged in their play. Children thoroughly enjoy their time outdoors. They become immersed in their imagination while pretending to be fairies in the 'fairy garden'.
- The motto of providing children with 'magical experiences' is truly embedded across all areas of this remarkable setting. Children gasp in excitement during their play. For example, they beam with delight while learning about exotic animals. They learn about animal habitats and get to hold them with the support from an animal expert. Children gain a good understanding of how to care for living things. They help to care for guinea pigs and fish. Children relish these experiences and show kindness towards animals.

- The setting gives staff's well-being high priority. It ensures that staff's workload is manageable. Staff reported that the setting provides them with incentives for their hard work. They stated that working at the setting is like being part of 'one big family'. Staff morale is high and their energy permeates throughout the setting.
- The setting supports children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language exceptionally well. These children receive early intervention and get the support that they need to flourish.
- The setting teaches children very well about their local community. Children are proud of where they live. They visit the local care home for older people and provide them with gifts. Children help to fundraise for people who are less fortunate. They gain a broad understanding of what life is like in modern Britain.
- Partnership working is effective. The setting keeps parents and carers informed about activities for their children. Parents commend staff for going above and beyond. Links with the local authority, schools and external professionals are rooted in trust and respect.
- Staff receive high levels of support during supervision sessions and appraisal meetings. The setting sets them realistic targets and encourages them to gain higher qualifications in playwork. Staff attend a range of training that has a positive impact on play outcomes for children. For instance, staff reported that training in communication and language has given them a better understanding of how to introduce new words to children during their play. Children are excellent communicators who use a wide range of vocabulary.
- The setting supports children's large-muscle skills incredibly well. It provides children with opportunities to take part in professional sports lessons. Children relish playing football and cricket. They show increasing skill and coordination while using climbing apparatus outdoors. Children show excellent physical endurance.

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	EY270056
Local authority	Salford
Inspection number	10350912
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	3 to 11
Total number of places	52
Number of children on roll	97
Name of registered person	Stephanie Jane Scoular and Elaine Mills Partnership
Registered person unique reference number	RP907486
Telephone number	0161 794 9159
Date of previous inspection	13 September 2018

Information about this early years setting

Kenex Out of School Club registered in 2003 and is located in Swinton. The setting is open Monday to Friday, from 7.15am until 9am, and from 3.15pm until 6pm, term time only. In total, a team of eight staff work at the setting. Of these, all hold an early years qualification at level 3 and above.

Information about this inspection

Inspector

Luke Heaney

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 manager and has taken that into account in his evaluation of the setting.
- The manager and the inspector completed a learning walk.
- The inspector conducted a joint observation of an activity with the manager.
- Discussions were held with the leadership and management team.
- The inspector observed adult-led activities and children during their play.
- The inspector spoke with parents and carers during the inspection.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector spoke with staff and children at appropriate times during the inspection.

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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