**Early Years and Childcare Register: 322449**

**Date of previous Ofsted inspection: 23.09.15**

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| **OUR SETTING** |
| **Main Characteristics of the setting** |
| Woolton Out of Hours Kids’ Club is situated in the grounds of Woolton Primary School. |
| **Building/areas used** |
| Breakfast & After-school club operate from a mobile classroom which is situated on the Year 2 school yard. |
| **Organisation**  **(links with school or Children’s Centre)** |
| We have good links with the school and to promote Safeguarding we provide accurate lists of all the children who attend the club and provide the school with current DBS lists. |
| **Outdoor space** |
| We have a large playground area and access to a grassed area at the side of the mobile. There are opportunities for children to play group games such as cricket football, ride scooters or engage in any play opportunity that they choose. As Site Manager I drive continual development by working closely with the playwork team and ensuring that the children are provided with opportunities to reinforce and extend their existing skills. |
| **Access / Disability access** |
| A ramp provides access to the club and we have access to disabled toilets within the school. |
| **Hours and days we operate** |
| Operating times are 7.45am - 9.00am for breakfast club and 3.15pm - 5.45pm for after-school club, term time only |
| **Maximum number of places** |
| 65 |
| **STAFF DEPLOYMENT AND QUALIFICATIONS** |
| As Site Manager I hold a Level 6 qualification in SEN and both Level 3 in Early Years and Playwork. I currently have an acting deputy who has a lot of experience with working with children. Some of the playwork staff have undertaken core training in Health and Safety, Paediatric First Aid, Food Hygiene, First Aid at work, Prevent duty training, Safeguarding training both in-house and with external providers. I effectively manage the qualification levels of the playwork team and identify training programmes to enable them to improve their skills and qualifications. By clearly knowing the skills and experience of the playwork team I am able to deploy staff around the setting to ensure a great all round service. This also provides me with the opportunity to place staff together to enable them to share their experience and skills base. I have a very professional team who are able to meet the needs of the individual children who attend the setting. I am aware of my responsibilities under the new GDPR and the club is registered with ICO. All of the team actively promote British Values throughout everything that we do. We provide a caring, fun, enjoyable, safe relaxing, and accepting environment for the children who attend Woolton Primary School. |
| **Recruitment and Retention** |
| The admin centre holds all the documentation for Out of Hours Kids Club Ltd recruitment and selection but I have a personal file for each member of the Woolton team, peripatetic staff who provide support at the setting either have their files with them or I can access them through the admin centre.  All staff are DBS checked and complete annual renewal paperwork for continued suitability, disqualification by association and medication checks. I keep a record of the training needs of the staff and also any areas where they may have requested additional support. I am currently developing individual learning plans for the staff team which will be a very effective evaluation tool. We are also developing our peer observation skills so that the team can clearly see their effectiveness as a tool for evaluation. |
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| **Effectiveness of Leadership and Management** |
| I have very good organisational skills and this combined with the skills of the playwork team ensure that the service we provide at Woolton is very good. I keep excellent confidential records for each of the children and I speak to the team regularly to ensure that we are all aware of the needs of specific children. I provide time for the playwork staff to get to know the children and parents and this helps with identifying the children’s needs. At Woolton Out of Hours Kids’ Club we do not deliver the EYFS but we do provide play opportunities to support and complement its delivery. Reception children are allocated a keyworker from the start of term and it is the keyworkers role to find out as much information about the children as possible. We then use this information to determine what the children already know and what we can do to reinforce this learning through play opportunities. The team are aware of the Prime and Specific areas of the EYFS and communicate regularly with the child, parents and teachers to ensure that we are providing experiences to reinforce and extend any existing skills. As Site Manager I constantly strive to improve all aspects of the site and I evaluate all aspects of the setting on a regular basis.  As a team we constantly strive to be the best that we can be. We listen to the children and include their ideas into our planning. Children are instrumental in deciding what resources are purchased and they devise their own wish list. The children are aware of all the play resources that we have and understand that they only have to ask for an activity/play opportunity to be included on the planning. |
| **Views of others** |
| We have regular site meetings and I also attend fortnightly manager’s meetings. Each week we have a focus meeting at the admin office which enables us to clearly understand the expectations within each area of the EYFS and how we can provide play opportunities to support its delivery. On site I encourage the playwork team to bring points to the meeting that they need clarity on and this ensures that we can all improve the service together. |
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| **CHILDREN ARE ENCOURAGED TO BE INDEPENDENT** |
| We provide children with opportunities to develop their personal independence and also in taking responsibility for themselves in daily routines. We encourage the children’s independence and provide them with lots of opportunities to have a voice. Children are listened to and their views are respected and valued. We encourage the children to explore British Values and encourage them to discuss problems with each other in a caring, respectful environment. |
| **EQUALITY, DIVERSITY AND BRITISH VALUES** |
| Children are encouraged to share and take turns.  Staff are expected to be good role models to the children promoting Equality of Opportunity.  Core values of respect and tolerance are promoted at all times. |
| **BEHAVIOUR AND GROUNDRULES** |
| Children at Kids’ Club are involved in creating their own ground rules. Kind Hands, Kind Words and Kind Feet are common to all of our sites and at Woolton the children are encouraged to understand what the statements actually mean. The children are encouraged to develop and decide on the ground rules in line with British Values. Democracy is promoted as children have their opinions and points of view listened to. The Rule of Law and Individual Liberty and Tolerance are promoted as children respect and value each other’s differences. |
| **HEALTHY EATING** |
| As Site Manager I constantly strive to provide appetising snacks that the children enjoy that are healthy and appealing. I listen to the children’s ideas about what they would like to eat and also the parent’s views and then I provide this information back to our admin office as they create the final menu based on the school food guidelines. I have to shop for all the products and ensure that I always buy the healthies options for the children. I also ensue that any snacks specifically requested by the children are included in the healthy menus. |
| **LEARNING AND DEVELOPMENT** |
| **Staff understanding of children’s development** |
| Many of the staff have experience of working with early year’s children and staff retention is good so staff have a lot of experience of how to promote and nurture children’s development through stimulating and fun play opportunities.  Staff consistency ensures good knowledge of individual children’s needs. |
| **Setting high expectations, becoming confident learners** |
| Staff give children the freedom to speak and listen during registration and through play to develop their confidence.  The children mix with other children older than themselves and make friends and gain confidence in their social interactions. |
| **WORKING IN PARTNERSHIP WITH PARENTS AND TEACHING STAFF** |
| **Personal development, behaviour and welfare** |
| **Key workers** |
| Children are allocated a key worker during their reception year.  The key workers watch and listen to the children as they engage in play and demonstrate their specific knowledge, understanding and skills.  A record is made by the key worker of these events with photographs which can be shared with the parents.  Each reception child has an individual learning journey folder on site. From September 2018 we will be using ‘Tapestry’ to record the EYFS children’s interaction and progress at our site. |
| **Behaviour and ground rules** |
| Children at Kids’ Club are involved in setting ground rules.  Kind Hands, Kind Words and Kind Feet are common to all of our sites.  Children follow simple rules and listen to instructions.  All children are encouraged to share, take turns and play well together**.** |
| **Healthy diet, physical exercise** |
| Kids’ Club follow the School Food Guidelines for our snack and breakfasts.  We ensure children are served food which does not contain excessive amounts of fat, salt or sugar.  Children’s dietary needs with regard to allergies and intolerances are catered for. Children at Kids’ Club have opportunities for physical play outdoors (weather permitting) and indoors (depending upon space available). |
| **OUTCOMES FOR CHILDREN – Brief statement** |
| Key workers and staff at Kids’ Club are aware of early year’s goals and outcomes and work with parents and school staff to help the children to achieve these goals.  These may include helping children to develop a positive sense of themselves and others, improve their skills in counting numbers, calculating simple addition and subtraction problems. Positive language is used to encourage the children to develop their skills and to enable them to try new things with confidence. |
| **Overall effectiveness** |
| At Kids’ Club the judgements of the staff are comparable with national standards.  Staff endeavour to ensure that the assessment process is reliable, accurate and secure.  Staff have good relationships with early year’s staff in the schools we operate in and can share information with those staff to support the schools delivery of the Foundation Stage. |
| **How we meet the needs of children using our service** |
| Registration forms (renewed annually) are used to ensure details of medical, dietary needs.  Permissions are noted for photographs to be taken and used for our website. |
| **How we ensure children feel safe and secure** |
| Staff wear uniforms and ID badges.  Their photographs are displayed on the notice board.  Staff ensure children know where they can play and any areas that are out of bounds.  Staff get to know the children and build up secure relationships with them and their parents.  Children are encouraged to talk to staff about anything that may be worrying them.  The juniors have a worry box where they can make a note of anything bothering them.  This has proved to be helpful at the start of the September term when the children make the transition from the infants to the juniors for afterschool clubs. |
| **How we support transitions** |
| Kids’ Club operate an open door policy which means new children and their parents can visit when they wish to help them to make the right choice for their childcare provider.  Staff talk to parents and children and provide information leaflets about our service. Transitions are managed to ensure children are secure. |
| **How safeguarding and welfare requirements are met** |
| Kids’ Club take all necessary steps to keep children safe and well.  We ensure the suitability of adults who have contact with children by following safe recruitment guidelines. We have policies and procedures to safeguard children. Managers are designated to take lead responsibility for safeguarding children in every setting. All staff have up to date training knowledge of safeguarding issues. Details of staff training can be found in staff files on site. |
| **Evaluation of practice and securing continuous improvement** |
| As site manager I demonstrate an ambitious vision to provide a very high standard of service which represents the points of view of both the children and parents. I am constantly striving to improve the setting and the service that we provide and regularly make changes based on feedback from service users. We are currently changing our operating times to ensure that the needs of our parents are met in relation to an earlier start.  Photograph evaluation – We have recently employed a digital manager and part of their role is to go around each of our sites during the sessions and take photographs of all aspects of the site. Prior to her taking photographs I have to ensure that she is made aware of any children who we do not have permission to take photographs off. The main purpose of the photographs was for future newsletters, Website, Facebook, twitter and Parent App pictures. However I have found them to be a valuable resource with regards to evaluating all aspects of the session that I may not directly see each session and I have developed an improvements file that I am using to address any areas that have been identified. I have recently addressed the cloakroom area as it looked very untidy on the pictures and lacked organisation. We have changed the layout and this will be very beneficial to the reception parents.  I have also adapted the way that we serve our snack to ensure that the children play a much greater part in the preparation and delivery of snack time. In addition to this we have used the pictures as a learning tool during our site meeting. This has enabled the staff to have a greater input and ownership into the changes that are being made on site. In addition to this I am looking at our planning and developing a number of methods to enable the children to design the set up for each session. |