

Westhoughton Kids Club Limited



Acorn House, Dams Head Fold, Westhoughton, BOLTON, BL5 3JH

Inspection date	26 March 2015
Previous inspection date	21 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The provider and the recently appointed early years manager, give a clear lead to improving the quality of the club, particularly teaching and learning in the new pre-school.
- Areas of learning are planned well. Following refurbishment, staff take great care to make all the playrooms and outdoor areas inviting and well-suited to all children's needs and interests, both in the pre-school and out-of-school provision.
- Children thrive in the friendly, safe and caring atmosphere, and become confident, enthusiastic learners. Many well-qualified staff show a deep interest in children's learning and have high expectations of children.
- Children make good progress and achieve well. Their development is recorded and celebrated by staff and carefully checked by leaders. By the time that pre-school children move to primary school, they are well prepared or are receiving the support they need, in readiness for the next stage of their learning.
- Management is effective. Correct staffing ratios and effective staff deployment mean children are supervised well. All required records and information are maintained.

It is not yet outstanding because:

- Staff do not precisely use information from regular assessment to specifically plan what they want individual children to learn during activities, in order to challenge every child to achieve the highest levels.
- There are times in after-school sessions when the youngest children, who have also attended pre-school provision, do not always receive the highest levels of individual and consistent support, due to changes in staff.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance teaching and learning further, by strengthening planning systems, in order to identify what staff specifically intend individual children to learn from the activities
- review the transition arrangements between the pre-school and out-of-school provision, to ensure that children continue to benefit from high levels of support and secure attachments, at the end of the day.

Inspection activities

- The inspector observed activities in the club rooms and in the outdoor area.
- The inspector spoke to members of staff, children and parents, and held meetings with the early years manager and registered person of the provision.
- The inspector carried out a joint observation with the early years manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Angela Rowley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

In pre-school sessions, children are very well supported. Good levels of staffing and ongoing assessment, means staff know children very well. They swiftly identify when children are at risk of falling behind, and work effectively with parents and other professionals to ensure children get the support they need. Staff plan interesting activities, which respond to children's interests and result in good levels of engagement. For example, children are keen to observe tadpoles that they collected on a recent walk. They follow staff's lead as they use bubble wrap as a way of printing with paint, to create a pond scene to support linked imaginative play. They independently experiment, mixing the blue, green and yellow colours as they print. Staff effectively show children how to mould dough. They use their secure understanding of how children learn by commenting and asking questions, which make children think hard. They make very good use of resources, such as rollers, scissors and shaped cutters to enhance children's understanding of shape, space and measure. Staff are well-guided by prompts displayed in every learning area. These are used to challenge or support children so that general activities are matched to different levels of development. However, staff do not always plan specific activities, which have clear learning intentions to help individual children achieve the highest levels.

The contribution of the early years provision to the well-being of children is good

The staff's caring attitudes to children results in warm, friendly relationships at all levels. The small pre-school group means children feel safe to explore, and to make the most of the vast space and interesting activities on offer. Staff in pre-school teach the children expected behaviour. They use words and prompts which are meaningful to children. For example, staff ask children to use their 'walking shoes' indoors, and they play music which children identify with tidy-up time. However, these very good aspects are not always consistently delivered. This is because more, and sometimes different staff, care for the children in the much busier out-of-school session. Children are becoming increasingly independent. During both sessions, they dress themselves to go outside and they serve themselves at snack time. They freely access the bathroom, the water machine and the nose-wiping station. Children thrive as they have fun and self-initiate play, inside or out.

The effectiveness of the leadership and management of the early years provision is good

The management team regularly watch staff practice. They use supervision sessions to help staff improve, and to ensure that they share their good understanding of how to meet the learning, development, safeguarding and welfare requirements. The provider monitors the quality of the provision using the views of parents, staff and children. She has evaluated the strengths and the areas for improvement accurately. The recently appointed and well-qualified early years manager, has set clear and well-informed targets to develop the pre-school provision, and she is highly ambitious to improve. She rigorously checks that children are progressing. Children are safeguarded well; space is appropriate, premises are safe, secure and the many pick-ups from local schools are well-managed.

Setting details

Unique reference number	EY391917
Local authority	Bolton
Inspection number	1009603
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	115
Number of children on roll	653
Name of provider	Westhoughton Kids Club Limited
Date of previous inspection	21 October 2009
Telephone number	01942 790528

Westhoughton Kids Club Limited was first registered in September 1997. The club offers pre-school and out-of-school sessions. It employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and above, including two who hold an Early Years degree. The club opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The club provides a school drop-off and pick-up service, from several local schools. It also provides funded early education for three- and four-year-old children. These sessions are provided between 9am until 3pm, during term times only.

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