

Robin Out Of School and Holiday Club

Snodland Community Centre, Paddlesworth Road, Snodland, ME6 5DP



Inspection date	23 May 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Partnerships with parents are good. Parents say that their children are happy, and they feel confident that their children are well cared for and safe. They say that there are daily opportunities to discuss their children's learning and development needs with staff. Parents appreciate being included in events, such as the recent tea party the children created to celebrate the royal wedding.
- Children play well together. For example, in the role-play area children of different ages negotiate together to decide on their roles within the game.
- There is good communication with the local schools. Information about children's learning is shared and this helps to support a consistent approach to children's development.
- Children understand established routines and readily follow these, such as voluntarily helping to tidy things up and washing their hands in preparation for eating.
- Relationships between the children and the staff are very positive. There are examples of children's ideas in practice and this supports their self-esteem.

It is not yet outstanding because:

- Not all staff use effective questioning techniques to enhance children's thinking skills.
- At times, during some activities resources are not readily available to enable children to make choices in their play.

What the setting needs to do to improve further

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

- enhance staff's questioning techniques to help extend children's thinking skills
- extend opportunities for children to make choices from the range of toys and resources.

Inspection activities

- The inspector checked the evidence relating to the suitability of staff and their ongoing professional development.
- The inspector spoke to some parents, children and staff, and took account of their views.
- The inspector held meetings with the owner and the manager to discuss plans for improvement.
- The inspector completed a joint observation with the owner to observe how children interacted with each other and with staff.
- The inspector examined a range of documents, including those relating to safeguarding children and managing their behaviour.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff understand their responsibility to look for signs that might suggest a child's safety or welfare is at risk. They know the procedures to follow if they have concerns. The new manager has clear ideas about how to improve the setting and has already reorganised the structure of the club. Staff are very well supported. They benefit from regular individual meetings with senior leaders to discuss their practice, skills and training needs. Children who have special educational needs are effectively supported. Staff use the advice given by the school and external professionals to help ensure that appropriate activities are provided. Staff make sure that the premises are safe and hygienic.

Quality of teaching, learning and assessment is good

Children have good opportunities to develop their physical skills inside and outside. For example, they enjoy riding bicycles and playing with balls outside in the fresh air. Inside, children develop their imaginative skills in the role-play area. Staff encourage children to mix flour and water and observe the changes that occur. Children enjoy the opportunities they have for messy play and this helps to support their fine motor and sensory skills. For example, children make marks in the foam and enthusiastically gather it on their hands and clap them together. Regular conversations between staff and children support children's communication skills. For example, children are encouraged to describe the feel of the foam in the messy play.

Personal development, behaviour and welfare are good

Children readily lead their own play and include friends of different ages in their games. For example, older children support their younger friends in games of table football. Children benefit from a nutritious diet. They are well mannered and understand how to share and work together. For example, one child offered to hold the neck of a balloon open to allow another child to insert a funnel. Independence is actively encouraged. For example, children pass each other plates of food and they confidently butter their own crackers. Children have good social skills. For instance, they chat together amicably about the day's experiences. Children have an emerging understanding of risk. For example, they know why they should not run inside. There are opportunities for children to learn about other cultures of the world and to acknowledge national events, such as the recent royal wedding, as well as festivals from around the world.

Setting details

Unique reference number	EY497531
Local authority	Kent
Inspection number	1050087
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	5 - 8
Total number of places	8
Number of children on roll	8
Name of registered person	Melissa Knight
Registered person unique reference number	RP911106
Date of previous inspection	Not applicable
Telephone number	07943044761

Robin Out Of School and Holiday Club registered in 2016 and operates from a community centre in Snodland, Kent. The club is open during term time from 7.30am to 8.30am and 3.30pm to 6.15pm. Five members of staff work with the children. Of these, one holds a relevant qualification at level 5, one holds a qualification at level 3, and three staff are qualified to level 2.

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