

Inspection of Kids Collective @ Bollin

Bollin Primary School, Apsley Grove, Bowdon, Altrincham WA14 3AH

Inspection date: 4 January 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children attending the after-school club arrive eager to play and relax. They calmly follow well-managed procedures, such as washing their hands before settling at tables for a sociable afternoon tea. The familiar routines help to promote children's confidence and independence. Children consistently meet staff's high expectations for their conduct. Children's physical development is promoted well throughout the session. They use both hands to roll play dough into balls of different sizes, to make snowmen. They use big wooden blocks as stepping stones outdoors. Staff and children discuss whether the blocks are too close together or too far apart. The purposeful conversation helps to promote children's thinking. Children learn to judge distance. They enthusiastically test out their ideas.

Partnership with the school is strong. Everyone works together to manage children's safe transfer between their classrooms and the club. Children demonstrate that they feel secure in the company of the supportive, friendly staff. Daily communication between the club, parents and carers and the school is effective. Staff make sure that they give parents any accident forms that have been completed in school. Managers take account of parents' views. For example, the club has introduced an online app. This has further enhanced the sharing of information about forthcoming events and policy updates.

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

- Leaders and managers communicate a clear vision for the provision. There are well-developed systems for checking the quality of practice. The group manager regularly provides practical feedback to the club leader about what is being done well and what could be improved. The club leader acts on the advice. She incorporates it into her training and coaching for staff. Leaders and staff feel supported to continuously develop their professional skills and knowledge.
- Regular in-house training helps to generate new ideas. Staff attended a workshop about setting up play activities in builders' trays. They apply this training every day, creating themed trays that enthuse children and stimulate their imagination. Staff support children to plan and make their own builders' tray scenarios. For example, children made a landscape for dinosaurs to roam in.
- Staff promote children's positive behaviour effectively. They use interesting resources that help children to recognise and manage their emotions. Children all belong to a club team. They add a pebble to their team jar each time staff see them being kind or helpful. Staff provide updates about which team is ahead. Children discover that their individual, positive behaviour contributes to their team's success.
- Children learn the rules for games and remind each other about them. For

example, 'two players at a time' at the table football. This helps to promote play that is cooperative and good humoured.

- Children elect representatives to the 'children's council'. The council puts forward children's views and ideas. The recent purchase of popular table tennis equipment was an action that followed a council meeting. This system helps children to learn about democracy and decision making.
- Activities support children's learning and development well. Younger children find out that they can 'spell' their name by jumping between letters painted on the playground. Older children helpfully guide them to find the next letter that they need. This helps to promote children's early literacy. Staff teach children to incorporate counting into their play. They keep a tally of the number of goals scored in table football.
- Rich conversation takes place throughout the session. Older children are convincing casualties. Their role play demonstrates what they know about medical matters. Younger children precisely describe how they built their play dough snowmen. They learn that the snowman's hat is a top hat. This helps to extend their vocabulary. Children look closely at the twigs that they use to make the snowmen's arms. They notice tiny buds that are ready for spring growth.
- Staff work in partnership with parents. This is demonstrated when younger children find starting a new school and new childcare difficult. Staff and parents design individual routines that help children to settle in happily and confidently.

Safeguarding

The arrangements for safeguarding are effective.

The provider has clear safeguarding policies and procedures. Staff benefit from regular training that refreshes and extends their knowledge of child protection matters. They know what to do if they consider a child to be at risk of abuse. Staff know the risks that children may meet when they use the internet. They give children appropriate information, that helps them to be safe when they go online. Staff carefully follow routines that help to keep children safe. They write children's arrival and departure times accurately on the attendance register. They record information about accidents and injuries to children, and share it with parents.

Setting details

Unique reference number	2598635
Local authority	Trafford
Inspection number	10251500
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	80
Number of children on roll	250
Name of registered person	Kids Collective Limited
Registered person unique reference number	2598638
Telephone number	07931345856
Date of previous inspection	Not applicable

Information about this early years setting

Kids Collective @ Bollin registered in 2020. It operates within Bollin Primary School. The club employs nine members of childcare staff. Of these, five hold qualifications at level 3. The club opens from Monday to Friday, all year round. Out-of-school sessions are from 7.45am until 9am, and from 3pm until 6pm. Holiday club sessions are from 7.45am until 6.30pm.

Information about this inspection

Inspector
Susan King

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 provider and has taken that into account in their evaluation of the setting.
- The club leader and the inspector completed a learning walk of the club. The club leader described how the activities meet the provider's intentions for play that promotes children's well-being and development.
- The inspector observed activities and carried out a joint observation of one activity with the club leader. She spoke with staff and children about the club and children.
- The inspector held leadership and management discussions with the group manager and the club leader.
- Two parents spoke with the inspector. The inspector read further feedback from parents. For example, in the parent comment book. She took account of parents' views.
- The inspector looked at relevant documents and reviewed evidence of the suitability of staff working in the nursery.

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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