

Inspection of Southfield Kids Club

Tranmoor Lane, Armthorpe, Doncaster, South Yorkshire DN3 3BN

Inspection date:

28 February 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff are kind and develop secure relationships with all children in this after-school club. They collect children directly from their classrooms. They hold discussions with teachers to gain any information they might need. This helps children settle quickly. All children demonstrate they are happy and secure. They are confident in their interactions with staff, and they have positive attitudes towards their learning. Staff give children clear explanations about what they are doing and what is going to happen next. They are good role models and clearly tell children what is expected from them. Children understand the rules and behave well.

The knowledgeable staff create a curriculum of play and learning activities that engage children. They spend time getting to know them and plan a wide range of enjoyable activities that children enjoy. For example, children enjoy playing football outdoors. This helps to develop their turn taking, social skills and improve their coordination, balance and core strength. Older children show care and consideration to their younger peers. For example, when younger children fall over during a football tackle, older children encourage them to shake hands and always play fair.

Children of varying ages work together to put on a show. They demonstrate their agility skills while doing gymnastics and playing with hula hoops. They show pride in their achievements and show their thrill and appreciation as staff give them a round of applause. Children comment that they love the creative opportunities available to them. They show focus and attention as they use scissors and hole punches. Staff help the younger children with things they need support with and they explain that everybody needs help sometimes.

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

- Children with special educational needs and/or disabilities are offered good support. Staff provide individualised care and education. They help children to achieve personalised targets. This enables all children to achieve good outcomes.
- Staff provide a range of experiences to support children to develop their personal, social and emotional skills. For instance, during activities, staff encourage children to take turns, listen to each other and be respectful to their friends. Children are emotionally secure and sociable.
- Staff promote children's health and well-being effectively. Staff promote handwashing and sensitively encourage the younger children to develop their independence with toileting. They discuss the importance of brushing teeth regularly. Children enjoy daily fresh air and regular exercise, which promotes

their well-being even further.

- Staff build positive relationships with parents. Parents provide positive feedback, commenting that children enjoy attending the after-school club and the activities on offer. Communication is effective, ensuring parents are well informed about their children's activities and behaviour.
- Staff embrace the diversity of children and their families. They foster an environment where children can confidently discuss their cultures and traditions. As children engage in role play, they discuss wider family members and events at home. This supports a sense of belonging at the club.
- Children and staff engage well with the local community. For example, they recently showed their thanks and appreciation for healthy food donations. The children delighted in developing thank you cards and seeing their artwork displayed in public.
- The committee support staff regularly to reflect on their practice, ensuring they work towards continuous improvement. They recognise the importance of keeping up to date with relevant training and making links with the local authority to help support staff. They make sure that these partnerships have a positive impact on the children's experiences in the after-school club. For instance, a recent training event focused on the importance of developing children's curiosity through play.

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	EY217026
Local authority	Doncaster
Inspection number	10376089
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory 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	24
Number of children on roll	88
Name of registered person	Southfield Kids Club Committee
Registered person unique reference number	RP520239
Telephone number	01302831824
Date of previous inspection	16 May 2019

Information about this early years setting

Southfield Kids Club registered in 2002 and is located in Doncaster. The club employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, during term time only. Sessions are from 3pm until 5.30pm.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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