

Inspection of Kids Like Us

Southwater Infant Academy, Worthing Road, Southwater, HORSHAM, West Sussex
RH13 9JH

Inspection date: 15 July 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time at this vibrant after-school club. They rush from their school lessons and are warmly greeted by staff who know them well. Staff encourage children to be independent, and children are happy to neatly put away their own belongings and self-register before the fun begins. Staff model respect and kindness and they have very high expectations for children's behaviour. The large range of activities that children can freely choose from ensure that they remain engaged and motivated. Children are very happy, and they feel safe and secure. They behave well and any minor altercations are dealt with sensitively and swiftly.

The longstanding staff team demonstrate a clear passion for working alongside children. Staffs' enthusiasm and delight have a positive impact on the way children play and interact. Children are expected to listen to the opinions of others and always show kindness. Older children nurture younger children. They experience playing with other children of different ages. This has a positive impact on children's social skills, their confidence and self-esteem. Staff work hard to encourage children to have a sense of belonging at the after-school club.

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

- A key strength of the club is the commitment and dedication that leaders bring to their roles. They keep up to date with changes and provide ample training opportunities for the staff. Feedback from staff is that their well-being is high and that they feel very much valued and listened to. They are encouraged to contribute their ideas. This enables staff to plan a highly stimulating programme of events and activities that positively impact children's play experiences.
- Staff receive training on how to encourage positive behaviours. This helps them to play alongside children and identify triggers for tricky behaviours. Consequently, effective strategies are used to help children to regulate their emotions. Staff acknowledge that some children need a little 'down time' after a busy day at school. They provide areas in the club for children to be quiet. Children are encouraged to talk about their feelings and staff adapt very well to the unique character of each child, understanding that some children may require a different approach.
- The programme of activities provided is well implemented, and planning considers the ages and interests of each of the children. For example, those children who enjoy crafts have an area where they can access high quality and imaginative resources. Staff sit with children to offer help when needed. They praise them for concentrating and for their attention to detail when making 'Summer Hats'. Children delight in their accomplishments and proudly show their

friends and family members who come to collect them.

- Communication with parents and school staff is very strong. Parents are keen to praise the leadership, skills of the staff and the excellent activities which are photographed and then made into books and parent display boards. There are very effective systems in place which ensure a two-way communication between staff and schoolteachers. This ensures that children are accounted for at all times and any important information is swiftly passed on to parents.
- Staff provide children with unique experiences that support children's understanding of other cultures and beliefs. For example, activities that demonstrate how children live in other countries are a key part of the inclusive programme. Children make jewellery and hold sales to raise money for children in Africa. Leaders visit African villages and document how the children's money was used to help those children living in poverty and fear. Children and their families have an insight into the lives of other families who have very little. Leaders sensitively talk to children about compassion and being charitable.
- Children have plenty of opportunities to develop their physical skills. Staff plan large group games which encourage children to play collaboratively and take turns. Children celebrate and cheer for those who remain standing in a game. Staff encourage healthy competition and explain to children that they don't always need to be the winner. Healthy snacks are provided, and leaders ensure that the occasional treat is part of a healthy balanced diet.

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	EY332242
Local authority	West Sussex
Inspection number	10399844
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	4 to 11
Total number of places	50
Number of children on roll	72
Name of registered person	Kids Like Us Ltd
Registered person unique reference number	RP526175
Telephone number	07738 935 805
Date of previous inspection	17 December 2019

Information about this early years setting

Kids Like Us is one of two settings run by Kids Like Us Limited. The setting opened in 2006 and operates from the school hall of Southwater Infant Academy in Horsham, West Sussex. The club is open Monday to Friday during term time only. The breakfast club is open from 7.45am until 8.50am, and the after-school provision is from 3.15pm until 6pm. Children from the neighbouring Southwater Junior Academy also attend. Nine staff work with the children. Of these, five hold appropriate early years qualifications.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- Leaders discussed the ethos of the club with the inspector.
- The inspector viewed relevant documentation that was provided on request.
- Parents shared their views with the inspector.
- Children shared their views to the inspector.
- The inspector observed the quality of the indoor and outdoor activities provided.
- The inspector observed the quality of interactions between staff and children and assessed the impact on children's enjoyment and involvement.

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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