

Inspection of Empower Kids Club

Badsey First School, School Lane, Badsey, Evesham WR11 7ES

Inspection date:

25 September 2025

**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 are collected from their classrooms by friendly, nurturing staff and instantly begin to engage with them. When arriving in the room, staff encourage children to independently go and hang their own coats and bags on pegs. Children have access to a wide range of activities and quickly become engrossed within the room. Staff provide structured activities that are based around the children's interest. For example, children say they want to make fruit cones. Staff follow the lead of the children and provide them with fruit and plastic cones. This supports children in feeling valued and listened to.

Staff support children to develop high levels of concentration during their time at the club. For example, children sit at the table to create their own bracelet from rubber bands. They closely observe as a staff member demonstrates how to link the bands together before having a go themselves. This shows that children enjoy the resources and activities they are provided with. Children spend time focusing on the steps they need to follow. Once finished, they go to the other members of staff, showing them what they have made. This helps children to develop a sense of pride in what they have made.

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

- Children's gross motor skills are supported well. Children have access to a large hall, where they are able to kick and throw balls to each other. They use large hoops and jump over them. Children also access the outdoors. They are given choices on what they would like to do and enjoy playing football in teams.
- Staff encourage children to use their imagination in play. For example, children use the role-play area. They pretend to make toast and begin to 'sell' it to each other. Children pretend to pay for their food. Staff further support this play by asking questions and making suggestions of what the children could also make. This builds successfully on the ideas the children have.
- Communication is effective throughout the session. Children talk calmly and with respect to each other and engage in meaningful conversations. Staff support this and encourage children to engage positively with each other. For example, children sit on a car mat and build a train from construction bricks. They talk to each other about where the train is going and talk about it arriving at a station in New York.
- Children enjoy the homely environment the staff have created. They sit together on a large sofa and read stories to each other. For example, while sitting together, younger children point out the pictures in a book as older children read the words and turn the pages. Children are comfortable within the setting and enjoy spending time there.

- Staff support transitions throughout the session by talking to children and sharing with them what is happening next. Staff tell children it is time to tidy up and talk about going outside once they have finished eating. Children follow instructions from the staff. For example, once they have finished eating they automatically take their empty plates into the kitchen. Children have a good understanding of the routine the staff have put in place.
- Staff regularly attend a wide range of training that leaders have provided. Leaders ensure that the knowledge and skills of all staff are regularly updated. That said, opportunities for staff to receive focused supervision to further support their development have not been fully developed.
- Parents state how much their children enjoy being at the club. They talk about how their children do not want to leave at the end of the day. Parents state how children enjoy baking and bring home a wide variety of items they have made, for example strawberry skewers. Staff regularly share information with parents. They get to know the children and learn about what they like and dislike. Communication between staff and parents is effective.

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	2753806
Local authority	Worcestershire
Inspection number	10406532
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 9
Total number of places	24
Number of children on roll	67
Name of registered person	Empower Active C.I.C
Registered person unique reference number	2709679
Telephone number	07507895355
Date of previous inspection	Not applicable

Information about this early years setting

Empower Kids Club registered in 2023 and is located within Badsey First School, Badsey, Evesham. The club employs two members of staff, of whom, one holds an appropriate early years qualification at level 3. The club is open 7.30am to 8.40am and 3.15pm to 6pm, term time only.

Information about this inspection

Inspector
Zara Hill

Inspection activities

- The inspector observed children's interactions during play and discussed the activities provided to them with staff.
- The inspector observed staff practice and considered the impact this has on children's play experiences.
- Leaders provided the inspector with a sample of documents, including evidence of suitability of staff and first aid.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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