

# Sproston Out of School Club



Cecil Gowing Infant School, Falcon Road West, Norwich, Norfolk, NR7 8NZ

## Inspection date

1 April 2015

Previous inspection date

27 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children have a thoroughly enjoyable time, because the club is relaxed, unstructured and friendly. This means children follow their own interests, play independently with their friends, and can be active or just relax, according to their preferences.
- Children's learning at school is complemented well in the club. Staff work closely with the teachers and parents. This means that children's needs are well met and they continue to build their knowledge and skills.
- Children form positive relationships with the staff and develop secure friendships with other children attending. Consequently, their emotional well-being is effectively supported.
- Staff demonstrate a good understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.

### It is not yet outstanding because:

- Management does not always make the best use of systems to monitor the staff performance, or consider in more detail the impact that staff practice and training has on children's learning.
- Parents are not always given detailed information about what activities are planned or what their children have participated in during sessions.

## What the setting needs to do to improve further

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

- use staff supervision sessions more effectively to identify training needs and encourage staff to share the best practice consistently
- explore further ways to inform and involve parents more actively in their children's learning and leisure activities in the club.

### Inspection activities

- The inspector observed the children and their interactions with staff.
- The inspector spoke with the joint owners at convenient times during the inspection about their management responsibilities, including staff training, suitability checks and links with the school.
- The inspector spoke with staff about their responsibilities and their knowledge of the children.
- A range of documentation was examined including children's records, staff qualifications, some policies and procedures, accident records and registers.
- The inspector took account of the views of the children spoken to on the day and the views of parents gathered through information included in the providers own parent survey.

### Inspector

Lindsey Cullum

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of the learning and development requirements. They know the children well and understand their learning styles. Children are encouraged to share their ideas about activities and are involved in the purchase of new resources. They make independent choices in their play and confidently request additional resources, such as toy aircraft, to add to their imaginative game. Activities support children's learning at school, for example, there is a variety of books and plenty of writing materials. Children thoroughly enjoy planned craft activities and extend these using their own ideas. Children and most parents provide very positive feedback about the club's provision and contribute to parental surveys. Some parents state that they would like even more information about planned activities and those that the children enjoy on a daily basis.

### **The contribution of the early years provision to the well-being of children is good**

Children are happy and confident in the relaxed atmosphere of the club. Detailed initial information is gathered from parents and the school ensuring that children settle well and their individual needs are known. Children relate well to the staff, who are friendly, caring and approachable. Good behaviour is encouraged as staff promote cooperation and kindness, through role modelling and talking to the children. Healthy snacks and meals are provided, with mealtimes promoted as social occasions where children learn to become independent. For example, they make their own sandwiches and help to load the dishwasher after eating. Children enjoy time outdoors, learning that exercise can be fun. They energetically run around, playing games and challenge their physical skills as they manoeuvre themselves around the school's multi-gym equipment.

### **The effectiveness of the leadership and management of the early years provision is good**

Both partners and the staff have a good understanding of their responsibilities to safeguard children. They know what to do if a child is at risk of abuse or neglect, and follow safe working practice and policies. Staff are vigilant in ensuring that children play safely, while still allowing them to take some risks in their play. They eagerly climb outside and use tools, such as scissors with care. Staff work well as a team and support the children well in their activities. Children are taken to and collected from surrounding schools by a consistent member of staff. This means that children see a familiar face and there is daily verbal contact between the club staff and school teachers, to support the children. Most staff hold childcare or playwork qualifications, which has a positive impact on the quality of provision for the children. Supervision meetings for staff are organised by the joint owners, who work within the team and monitor practice. However, these are not always regular enough to share best practice and support further professional development through identifying training needs. Self-evaluation is effective in identifying areas for improvement.

## Setting details

<b>Unique reference number</b>	EY365461
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	857753
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 12
<b>Total number of places</b>	32
<b>Number of children on roll</b>	172
<b>Name of provider</b>	Kim Giles & Mathew Bates Partnership
<b>Date of previous inspection</b>	27 November 2008
<b>Telephone number</b>	07792 900 783

Sprowston Out of School Club was registered in 2007 and is run by joint partners. The club is open each weekday, during term time, from 7.30am to 8.45am and from 3pm to 6pm. During the school holidays, the club is open from 8.30am to 6pm each weekday. Seven members of staff, including both partners, work directly with the children. Of these, six hold relevant childcare or playwork qualifications at level 2 and 3.

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