

Crash After School Club

Clifford Road Primary School, Clifford Road,(North East), Ipswich, Suffolk, IP4 1PJ



Inspection date

18 April 2016

Previous inspection date

10 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Children clearly enjoy their time at the setting. They make choices about what they want to do from the broad range of resources and activities available.
- The manager demonstrates a strong commitment to the continuous improvement of the setting. The actions and recommendations raised at the last inspection have been successfully addressed.
- Staff establish warm and caring relationships with children, helping to support their emotional well-being. Children feel secure and develop friendships with other children of all ages.
- Children are confident and show good levels of independence.
- Staff promote children's personal and social skills very well. Children's behaviour is good. The older children help younger ones and they play together harmoniously.
- Staff build effective partnerships with parents. Parents speak very positively about the setting and the fun time their children have when attending. Staff are proactive in requesting children's and parents' views. Their feedback is valued and responded to positively. Children have significant influence on the types of equipment to be purchased.
- Staff liaise with teachers and know about any current topics in school. Staff promote continuity by providing activities that complement children's learning in school.

It is not yet outstanding because:

- The performance of staff is not consistently evaluated to promote best practice.

What the setting needs to do to improve further

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

- enhance the systems for monitoring the performance of staff to strengthen and improve on good practice.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager, who is also the provider. She looked at relevant documentation, such as planning documentation, a selection of policies and procedures, and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff understand their role in protecting children from harm. They are aware of the procedures to follow should they have any concerns about the children in their care. Staff have a thorough set of policies and procedures to support their good practice. These are updated regularly and shared with parents. The manager follows thorough recruitment procedures to ensure that all staff are suitable for their role. Suitability checks are in place for all staff and committee members. Staff keep up to date with current training requirements. The partnership with the host school is good. Some staff work in the school during the school day. This means that children benefit from the support of familiar staff. The achievements made by children in the setting are shared with their teachers to support their progress in school. Any concerns about children's learning and development are managed well.

Quality of teaching, learning and assessment is good

Staff are genuinely interested in children's time at school and ask questions about their day. Children listen well to adults and follow instructions when required. Staff offer a wide range of activities for children to choose what they would like to do. Children particularly enjoy playing in the outdoor area. They develop their physical skills as they engage in a game of football or throw basketballs. Children use the open space to run freely and release their energy after a day at school. Indoors, children enjoy using the football table and looking at books independently. They are very creative and thoroughly enjoy exploring different textures, such as lentils and split peas. Children make things from a variety of materials and staff praise them for their efforts. This helps to develop children's self-confidence. At home time, children proudly show their parents what they have created. Staff talk to parents about what children have been doing in the setting, and parents value this information.

Personal development, behaviour and welfare are good

Staff cheerfully greet children on collection from school. Children feel comfortable to approach staff with their wants and needs. Staff are genuinely interested in children's time at school and ask questions about their day. Children are familiar with the consistent routines. On arrival, they hang up their belongings before going to an activity of their choice. Staff are good role models. They remind children of the setting's rules so that they are always aware of what is expected of them. Children behave well and know right from wrong. They have positive relationships with staff and each other. Staff collect essential information about the children from all parents, such as allergies or medical needs, to promote children's health and safety. Children follow good hygiene routines and enjoy sociable snack times. Staff conduct robust risk assessments of the premises. They check the indoor and outdoor environment daily. This helps to effectively promote children's safety. Staff supervise the children at all times and fully understand how to keep them safe. Children regularly practise the emergency evacuation drill. Staff effectively manage any accidents that occur, recording the relevant information and informing parents appropriately.

Setting details

Unique reference number	251457
Local authority	Suffolk
Inspection number	1041001
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	22
Number of children on roll	90
Name of provider	Crash After School Club Committee
Date of previous inspection	10 February 2015
Telephone number	01473 213356

Crash After School Club was registered in 1995. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 8.35am and 3.20pm until 6pm during term time, and from 8am until 6pm during school holidays.

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