

# Wye's Owls Out of School Club



Wye Village Hall, Bridge Street, Wye, Ashford, Kent, TN25 5EA

<b>Inspection date</b>	18 May 2016
Previous inspection date	20 February 2012

<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
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 have fun and enjoy their time at the after-school club. Staff support each child's individual needs well in a welcoming and stimulating environment.
- The provider effectively monitors staff and builds on the quality of the provision. For example, she observes their practice, provides regular staff meetings and supports them to complete training.
- Staff provide opportunities for children to learn about the local community. For example, adults come in to talk to children about their jobs and roles in the community.
- Staff support children's independence well. For example, they encourage children to put their coats and shoes away, and tidy up after activities.
- Staff and children complete risk assessments of the environment. This helps children to play safely in their surroundings and learn to manage risks.

### It is not yet outstanding because:

- Children do not always have opportunities to use resources which complement their experiences outside of the setting and take account of their interests.
- Staff do not organise snack time as effectively as possible to help children build further on their confidence in social situations.

## What the setting needs to do to improve further

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

- provide more opportunities for children to use resources that take account of their interests and complement what they are learning elsewhere
- review the organisation of snack time to enable children to socialise and interact with others more easily.

### Inspection activities

- The inspector held a meeting with the provider. She viewed a range of documentation, including staff's suitability checks and children's records.
- The inspector observed the activities available for children and their interest and involvement in these.
- The inspector completed a joint observation with the provider.
- The inspection spoke to children, parents and staff.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. The provider has secure recruitment and vetting procedures in place, such as interviewing new staff, seeking references and ensuring they complete the relevant suitability checks. This helps keep children safe from harm. Staff communicate and work effectively, overall, with parents and school staff. For instance, they use a 'three way' contact book to ensure important information about children is shared with each other. This helps staff to understand and meet children's individual needs consistently.

### Quality of teaching, learning and assessment is good

Children arrive happily from school, and enjoy talking and interacting with their friends while they play. Staff provide a good range of activities and resources that children freely choose from. For example, children enjoy taking part in creative activities, such as making bird feeders and creating their own designs with natural resources. Staff respond well to children and sensitively support them during their play. For example, they take part with children at activities, and encourage discussions about what they are doing and their day at school. Staff provide opportunities for children to learn about each other's backgrounds and the wider world. This helps children respect and value differences.

### Personal development, behaviour and welfare are good

Staff are good role models and develop positive relationships with children. For example, staff enthusiastically explain to children about what their friends are creating during activities. They encourage children to build a sense of pride in their achievements, such as displaying children's work around the setting. Staff support children's good health and well-being. For instance, they provide nutritious snacks and daily opportunities for them to be physically active. Children behave well. Staff provide clear guidance and explanations to help children learn to manage their own behaviour. For instance, they talk to them about their actions and provide them with encouraging feedback, such as 'good listening'.

## Setting details

<b>Unique reference number</b>	EY433068
<b>Local authority</b>	Kent
<b>Inspection number</b>	823857
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 7
<b>Total number of places</b>	30
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Louisa Anne McPherson
<b>Registered person unique reference number</b>	RP903237
<b>Date of previous inspection</b>	20 February 2012
<b>Telephone number</b>	07546367328

Wye's Owls Out of School Club registered in 2011 and operates in Wye, Kent. The opening hours are from 3.10pm to 6pm, Monday to Friday, during term time only. There are three members of staff, two of whom hold relevant early years qualifications.

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