

# Stapleford Out of School Club



Stapleford Cp School, Bar Lane, Stapleford, CAMBRIDGE, CB22 5BJ

<b>Inspection date</b>	21 June 2016
Previous inspection date	28 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 are supported very well by staff, who take the time to learn about their interests and individual care needs. Staff establish effective lines of communication with parents and the children's class teachers, in the main school.
- Reflective practice includes input from the committee, manager and staff. Together, they identify strengths and highlight areas for ongoing improvement. The opinions of parents and children are also sought and this helps to ensure that all views are considered before any changes are made.
- Staff plan exciting play opportunities in the outside area. These include forest activities in the very good on-site facilities. Here, children develop their physical and critical-thinking skills as they learn to climb, take part in team games and use their imagination freely.
- Staff support children's use of good manners and encourage them to be considerate towards others. The effective use of a buddy system means that no child is left feeling awkward or shy when they are new to the setting. Older children are active in helping younger children to settle and feel part of the club from their first day.

### It is not yet outstanding because:

- Although children have access to a computer room, staff do not offer opportunities for children to develop a broader understanding of technology and how things work.

## What the setting needs to do to improve further

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

- support children in gaining a broader understanding of technology and how it can be used for a range of purposes, as they explore and discover how things work.

### Inspection activities

- The inspector observed the quality of staff interaction during activities and assessed the impact this has on children's play.
- The inspector discussed a planned activity with the manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff and committee. In addition, relevant training certificates of the staff were reviewed.
- The inspector reviewed reflective practice procedures used by members of the committee, the manager and staff.
- The inspector took account of feedback from parents.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Good monitoring processes are in place to help staff to identify any welfare concerns relating to children. The manager and committee work together closely to implement safer recruitment procedures and ensure that only suitable adults work with the children. Since the last inspection, members of the committee and the manager have been committed to meeting requirements. For example, there is always a member of staff competent and qualified to provide paediatric first aid if needed. Staff ensure food hygiene regulations are met and know how to refer any safeguarding concerns. All staff are now working towards best practice. Staff continue to develop their understanding about child development by regularly attending training and networking with other local groups to discuss changes in legislation. Very good attention is given to staff's professional development in relation to supporting children's emotional development and play needs. A system of regular supervision helps to support staff by identifying how they can build on their existing knowledge and skills.

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

Staff adapt practice as they interact to support play with children of different ages and abilities. Children show that they are confident with each other and staff as they communicate effectively. Together they organise team games, deciding who will spin the pointer and call out the name of the colour. The other children thoroughly enjoy manoeuvring their arms and legs around each other and onto different coloured circles. Well-planned activities and imaginative play opportunities provide children with time to relax and unwind after the school day. They use their imagination while playing outside or when creating drawings and three-dimensional models from interlocking plastic bricks and shapes. Competitions encourage the children to undertake a range of tasks which requires them to think, share and use physical skills. For example, children undertake races and push-ups. When older children try to see who can name 12 different countries the quickest, younger children watch how they use the displayed map of the world to achieve this.

### Personal development, behaviour and welfare are good

Children's behaviour is extremely good. They are supported by staff who understand about child development and take a consistent, team approach. Staff support children to learn about expectations and boundaries. Opportunities for children to extend their physical skills are very good. They demonstrate their independence as they see to their personal hygiene needs, and help themselves to their snack. Children clear away what they use and know where everything is stored within the club. They enjoy an interesting range of foods from around the world, including sweet-chilli wraps, radishes and blueberries, tasting and discussing with each other and staff. Special events are celebrated. Most recently, children enjoyed celebrating St George's Day, ending the activities with a fish and chip supper. These opportunities help children to learn about the wider world by exploring similarities and differences.

## Setting details

<b>Unique reference number</b>	EY286454
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1041377
<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 - 10
<b>Total number of places</b>	22
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Stapleford Out of School Club
<b>Registered person unique reference number</b>	RP524540
<b>Date of previous inspection</b>	28 January 2013
<b>Telephone number</b>	07952 930 525

Stapleford Out of School Club was registered in 2004. The club employs six members of childcare staff, two of whom are relief staff. Of these, five hold appropriate early years qualifications at level 2 and above. One member of staff is qualified to degree level. The club operates from 7.45am until 9am and from 3.15pm until 6pm, Monday to Friday during term time. Staff provide support for a small number of children with special educational needs or disability.

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