

Spring Meadows Before and After School Club



Letchmore Infant School, Letchmore Road, STEVENAGE, Hertfordshire, SG1 3PS

Inspection date

28 June 2016

Previous inspection date

25 February 2014

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

- Leadership is strong. Leaders and staff are enthusiastic and have diligently addressed actions from the previous inspection to promote good quality practice. They plan a broad range of activities that complements children's learning in school. Children of all ages demonstrate that they enjoy their time in the club and relate confidently to staff.
- Children make full use of indoors and outdoors for active play. They eagerly take part in activities, such as football and group games. Children broaden their physical skills as they competently navigate their way across the outdoor adventure play area.
- Children play an active role in the after-school club. They make decisions together and plan future events, as well as voting by a show of hands on immediate activities. Children used graded evaluation sheets to express their opinions on the sessions and resources provided by staff.
- Staff work well with the schools that children attend. Information is shared frequently and enables staff to adjust the planning and activities very effectively, helping children to continue practising their developing skills.

It is not yet outstanding because:

- On occasion, during some craft activities, staff tend to step in and lead play rather than supporting children to manage their own tasks and make decisions.
- Staff do not always provide children with full and clear explanations when urging them to abide by the good rules for behaviour.

What the setting needs to do to improve further

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

- develop further opportunities for children to make choices within tasks, making decisions about which materials to use and how to use them
- ensure that staff provide children with full and clear explanations when helping them to abide by the rules for good behaviour.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the owner and manager. She looked at relevant documentation, such as the self-evaluation action plans and evidence of the suitability of staff working in the provision.
- The inspector viewed documentation that included performance management, training and professional development, risk assessments, as well as the procedures for safeguarding.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of child protection procedures and know how to report concerns about children's welfare. The owner, manager and staff have completed safeguarding training to address recent government requirements. Staff complete comprehensive risk assessments for all areas of the premises. These measures help to ensure that children's well-being is protected. The owner and manager follow vigorous procedures for staff recruitment. New staff and volunteers are supported well through a detailed induction programme. In this way, the good quality of staff practice is maintained. The manager uses robust performance management, including observations and supervision meetings, to help support staff's ongoing development and identify training needs. The owner and manager use information gathered from staff, parents and children to produce and maintain a comprehensive action plan. This contributes towards the drive for continuous improvement.

Quality of teaching, learning and assessment is good

Staff talk with children and take time to listen to their responses. This helps to support children's speech and language skills and encourages their further contribution. Staff know children well and keep parents fully informed about children's activities. Staff use an online system to record their observations of children and ongoing planning. Children are motivated and consistently work well together. For example, they thoroughly enjoy making 'fairy dough', and squeal with delight as they compare the textures they make. Children write competently. For example, they decorate gingerbread men with icing and confidently write a name label to identify which one is theirs. Children enthusiastically use a broad range of resources to make pictures and animated models.

Personal development, behaviour and welfare are good

Children form close friendships with other children of their own age and with older children. They play collaboratively and develop inventive games together, enjoy dressing up and discuss the role that each will play. Staff help children to learn about the similarities and differences between themselves and others. Children welcome opportunities to explore cultures of the world. For example, they make biscuits shaped as sombreros and a distinctive, brightly coloured cake as part of a Spanish festival. Children develop a good sense of responsibility. When they arrive at the club they store their coats and bags safely. When going home, children fetch their pictures or things they have made and place them inside paper sacks, which they have decorated for this purpose. Children have a developing awareness of their own safety. When walking between their school and the club staff encourage children to practise road safety. Children help to make sure that the playroom is safe. They bring any hazards to the attention of staff, such as things that may cause someone to trip or fall.

Setting details

Unique reference number	EY469027
Local authority	Hertfordshire
Inspection number	1041560
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	40
Number of children on roll	40
Name of registered person	Louise Anne Prior
Registered person unique reference number	RP515305
Date of previous inspection	25 February 2014
Telephone number	01438234400

Spring Meadows Before and After School Club was registered in 2013. The provision employs 10 members of staff. Of these, six hold appropriate early years qualifications at level 2, 3 or 5. The provision opens from Monday to Friday, during term time. Sessions are from 3pm to 6.15pm.

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