

Inspection date

12 July 2016

Previous inspection date

17 March 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

- The manager has driven improvement well to raise the club's overall standard to a good level. For example, all issues arising from the previous inspection have been addressed.
- Children take part in a good range of interesting activities, with some that complement their learning in school. Staff help children to feel at ease and relaxed after their school day, and to have fun in the welcoming environment.
- Children are happy, confident and independent. They develop very positive attitudes and behaviour. For example, they consistently follow the club's rules.
- Staff deployment is now good. Staff work together to ensure that children's safety is fully supported at all times, including during walks from school to the club.
- The club's owner has effective systems for recruitment and induction, and the continued vetting, training and supervision of staff.
- The staff have good links with local schools. For example, an effective two-way flow of information with regard to the children's care and development helps to ensure continuity.

It is not yet outstanding because:

- Staff do not provide children with enough opportunities to extend their knowledge and understanding of technology because there is a limited range of such resources available for children to explore and experiment with.

What the setting needs to do to improve further

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

- extend the range of resources available to meet the interests of children who are curious about technology.

Inspection activities

- The inspector observed the arrangements for collecting children from a local school, children's play activities indoors and outdoors, and looked at resources.
- The inspector held a meeting with the manager about her leadership and management, which included how she evaluates practice.
- The inspector talked with parents and a headteacher, and took account of their views.
- The inspector invited the manager to carry out a joint observation.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

The dedicated manager demonstrates a secure understanding of her responsibility to keep children safe. She ensures that staff follow effective systems to safeguard children and support their welfare. All staff have a clear understanding of how to follow the club's child protection procedures and its whistle-blowing policy. Staff supervise children closely, and regularly practise safety procedures with them. Children know the strict road safety rules and the club's behaviour code well. The manager supports staff with their professional development, such as through regular discussions and by identifying training needs to improve practice. For example, staff underwent behaviour management training to strengthen their knowledge and skills in this area. The manager and staff discuss any changes and improvements they make to the club, and value feedback from parents and children. Parents are overwhelmingly positive about the club, manager and staff.

Quality of teaching, learning and assessment is good

Staff provide a wide range of resources and activities that are well suited to children's needs. They give children opportunities to make choices about what they do and how they spend their time. This helps children to enjoy their play. For example, children build with construction sets, play board games and make model boats inside, and play lively games of catch outside. Children benefit from regular outdoor experiences. They learn new skills, manage risks and explore new interests through their play. Staff know children's interests, which they include in future play plans. For example, they organised an enjoyable activity in the library where children had a treasure hunt gathering evidence that used their reading and writing skills. Children were also creative during the activity and drew pictures inspired by the posters and books on display.

Personal development, behaviour and welfare are good

Caring staff establish effective relationships and strong emotional attachments with the children. Staff are excellent role models for children. They speak to children in a very polite and attentive manner, and use skilful questions to help them to resolve any problems between them. Children play well together. They readily take turns to share the resources and happily welcome other children into their play. Children have a good understanding of the importance of regular exercise and healthy eating. For example, staff provide daily opportunities for children to develop their mobility and coordination skills.

Setting details

Unique reference number	EY233017
Local authority	Swindon
Inspection number	1054422
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	5 - 10
Total number of places	25
Number of children on roll	4
Name of registered person	Kamla Ladwa
Registered person unique reference number	RP512518
Date of previous inspection	17 March 2015
Telephone number	07712781211

KeyTime registered in 2002. It is located in the Covingham area of Swindon, Wiltshire. The club operates each weekday from 3pm to 6pm during school terms and from 8.30am to 6pm during some school holidays. The owner manages the club on a day-to-day basis and holds a relevant childcare qualification at level 3. Three additional members of staff work directly with the children and hold relevant qualifications at level 3 or above.

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