

# Blue Giraffe After School and Holiday Club



Witton County Middle School, Old Coach Road, DROITWICH, Worcestershire, WR9 8BD

<b>Inspection date</b>	11 November 2016
Previous inspection date	20 February 2013

<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

- Leadership and management of the club are good. The manager and practitioner team are committed to reviewing and continually improving the quality of the provision, to benefit children.
- Practitioners are attentive, friendly and caring and they know the children very well. They develop a lovely rapport with the children. This ensures children feel safe and secure and their emotional well-being is fostered very effectively.
- Practitioners are well qualified and have a good knowledge and understanding of how children learn through play in this type of provision. They create a very friendly and welcoming environment, where children are confident and have lots of fun with their friends.
- Children's behaviour is good. They are polite, share and take turns. Practitioners speak to children respectfully. They have a calm approach and help children to express their views and find a way of resolving problems. Children learn to understand the rules for being together and learn about the needs of others.

### It is not yet outstanding because:

- Practitioners do not always obtain as much information as they could from all the schools that children attend, so that they can complement their learning even further.
- Although practice is consistently good, there is not a sharp enough focus on raising the quality of the provision to the next level.

## What the setting needs to do to improve further

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

- obtain more information from all schools about children's current learning priorities, so that these can be further extended and supported in the club
- focus more sharply on achieving and maintaining the highest quality of provision possible.

### Inspection activities

- The inspector looked at areas of the premises that are used by the club, including the outdoor area.
- The inspector discussed the activities provided with the manager and observed activities indoors and outdoors.
- The inspector held discussions with practitioners and children during the inspection.
- The inspector looked at a sample of policies, risk assessments and children's records.
- The inspector held a meeting with the area manager and manager.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children. She talked to them about their plans for improvement.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Jackie Nation

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners have a very clear and confident understanding of their role in promoting children's safety and welfare. They know the procedures to follow in the event of a concern and keep up to date with the local procedures and the wider safeguarding remit. Teamwork is successful and practitioners make sure that children take part in a wide range of activities in a secure and safe environment. Robust arrangements are in place to check the suitability of practitioners for their role. Practitioners have good opportunities to undertake external training and in-house training to further develop their knowledge and skills. Parents spoken to on the day of inspection are happy with the service provided. They say their children feel safe and secure and enjoy the activities provided.

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

Children arrive at the club in good spirits after a busy day at school. They quickly settle to chat with friends and practitioners, and decide what they would like to play with. Practitioners interact very well with the children. They encourage them to develop their skills and skilfully offer guidance and support when needed. Practitioners speak to children about their interests and involve them in planning activities they enjoy. Children have space where they can relax and take part in quiet activities, such as colouring or looking at books. They also like to use their imagination in role play and express their creativity. Children use a good range of resources and materials at the craft table, enabling them to explore their own ideas and extend their knowledge. For example, children are involved in art and craft work to depict Remembrance Day. Children make their own delightful creations, using paper plates, paint, felt and pens. Children like to manipulate and make marks in dough, use bricks to create models and complete puzzles. Older and younger children work collaboratively to construct a game and then test out how it works. They are pleased with their efforts when the marble successfully runs down the track.

### Personal development, behaviour and welfare are good

Children are happy and self-assured. They speak confidently to visitors about the club and activities they enjoy. Practitioners have created a friendly and relaxed ethos and they are good at making sure children feel welcome. The key-person system works well to focus on the needs of the younger children in the club. This ensures children develop a sense of belonging and well-being. Children's health, well-being and physical development are promoted very effectively. Children love the time spent outside and practitioners join in with their play. They help children develop their coordination skills using bats, balls and hoops. Children relish the opportunity to play football and make up their own games. Children benefit from being provided with healthy and well-balanced snacks after school. They can help themselves to drinks and know it is important to wash their hands before eating. Partnerships with parents are good. Practitioners share information with parents on a daily basis about the activities and routines that their children take part in. Children learn about the needs of others and make craft products which they sell to raise funds for charity.

## Setting details

<b>Unique reference number</b>	EY453002
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1066288
<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 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Renu Khosla & Rishi Khosla Partnership
<b>Registered person unique reference number</b>	RP528702
<b>Date of previous inspection</b>	20 February 2013
<b>Telephone number</b>	01905773362

Blue Giraffe After School and Holiday Club was registered in 2012. It is one of six settings owned by a partnership. The club employs nine members of childcare staff, eight of whom hold early years qualifications at level 2 or 3. The club is open Monday to Friday, during school term times, from 3pm until 5.45pm. During term time, children attending before-school sessions are looked after in the nursery premises. The holiday club operates from 8am to 6pm during school holidays.

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