

# Sneinton Hermitage

Community Centre, Sneinton Boulevard, Nottingham, NG2 4GN



## Inspection date

22 November 2016

Previous inspection date

22 June 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

- Since the previous inspection, the manager and practitioners have worked hard to make improvements to the club. All those involved in the club now have a clear understanding of their roles and responsibilities.
- Children develop warm and trusting relationships with the qualified and experienced practitioner team. This helps to support children's emotional well-being. Children have lots of fun as they confidently join in with activities. Practitioners are good role models. Children behave well and play cooperatively with their friends.
- Practitioners develop strong partnerships with parents. Parents are very positive about the club and say that practitioners are very supportive and that their children love attending the club.
- Practitioners work together as a team to reflect on the provision. Parents and children are included in self-evaluation. This supports the practitioners to develop priorities for future improvement.
- Children learn about healthy living and they develop healthy practices as part of their routines. For example, they know they must wash their hands before they eat. Practitioners provide opportunities for children to learn about a healthy diet through the nutritious meals provided.

### It is not yet outstanding because:

- Partnerships with the schools that the children attend are not firmly established. This means that the club is not able to provide complementary activities to fully extend children's achievements and learning from school.

## What the setting needs to do to improve further

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

- extend partnership working with all schools where children attend, so that all children benefit from greater consistency in their care and learning experiences.

### Inspection activities

- The inspector observed the quality of activities indoors and assessed the impact this has on children.
- The inspector spoke to children about their time in the club.
- The inspector held discussions with the manager and practitioners at appropriate times throughout the inspection.
- The inspector took account of the information provided in the club's self-evaluation document.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments and evidence of the suitability of practitioners working at the club.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Sue Riley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All practitioners have a good knowledge of the known indicators of abuse and neglect. They understand the local procedures to safeguard children. Practitioners are confident about what they need to do if they have concerns about the safety or well-being of a child. There are robust recruitment and induction procedures in place that help ensure all practitioners and volunteers are suitable to work with children, underpinning the good provision for children's welfare. This makes sure that all practitioners are aware of the policies and procedures and how to implement them effectively. The manager monitors practitioners practice on a regular basis. This helps to support consistency. Practitioners are committed to ensuring children's safety. They supervise them well at all times.

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

Children are busy and well-occupied at the club. Practitioners have a sensitive understanding of the needs of young children and they communicate with them well. They regularly ask good quality questions to prompt children's thinking skills and explore and challenge their ideas. Practitioners model clear language effectively, helping children to learn how to pronounce words correctly. Children freely select from the broad range of toys and resources available. They choose which activities they would like to join in with. Children have access to an extensive range of collage materials, paint, glue, crayons and scissors. This enables them to investigate different ways of doing things. Younger children enjoy dressing up in their favourite superhero outfits. Practitioners encourage them to be independent in dressing themselves but are readily on hand and supportive. Practitioners enhance children's enjoyment as they take opportunities to join in with their play. They provide a friendly environment where children can relax or be physically active after their day at school. Children are motivated and remain fully engaged in activities of their choosing.

### Personal development, behaviour and welfare are good

Children's transition from school into the club is safe and orderly. They know where to put their coats and bags and settle quickly when they arrive at the setting. Children are extremely relaxed and comfortable at the club. Practitioners conduct robust risk assessments and daily checks of the indoor and outdoor environment. These help to keep children safe. When children first attend, their key person asks them about their interests and needs. This helps practitioners to get to know children well. They give children emotional support, helping them to feel secure and at ease. Practitioners encourage children to recognise kind behaviour and to say thank you for the help they receive from each other. Children show good levels of independence. They confidently wash their hands and serve their own drinks. Children contribute to maintaining a tidy environment. For example, they help with the tidying up after tea. Older children are very caring and supportive towards younger children. Children's awareness of diversity and the wider world is supported well. They recognise and talk about similarities and differences between themselves and others. Children celebrate festivals of different faiths and learn about the customs and beliefs of people from other countries.

## Setting details

<b>Unique reference number</b>	EY239325
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1058200
<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>	37
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Sneinton Play Centre Committee
<b>Registered person unique reference number</b>	RP520813
<b>Date of previous inspection</b>	22 June 2015
<b>Telephone number</b>	0115 9504707

Sneinton Hermitage was registered in 2002. The club employs four childcare practitioners and there are two regular volunteers who work with the children. Of these, one holds appropriate early years qualifications at level 4, three hold a level 3 and one holds a level 2. The club opens from Monday to Friday all year round, closing only for the Christmas holidays. Sessions are from 3pm to 6pm during term time and 8.30am to 5.30pm during school holidays. A collection service from the local schools is provided.

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