

# Swifts OSC

Little Paxton Primary School, Gordon Road, Little Paxton, ST. NEOTS,  
Cambridgeshire, PE19 6NG



<b>Inspection date</b>	25 November 2016
Previous inspection date	31 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff responsible for preparing meals for children are not fully aware of those who have food allergies or other special dietary needs.
- The management team's arrangements for self-evaluation and supporting staff in developing their knowledge and skills are not robust enough to ensure good quality practice in all areas of the provision.
- Staff do not seek sufficient initial information from parents about what children know and can do, or their likes and preferences. As a result, staff are not able to be sure they are fully meeting the individual needs of children when they first attend.

### It has the following strengths

- Children say they like coming to the club. They enjoy the activities on offer and think the staff are friendly and fun. When parents arrive to collect them many are reluctant to leave, wanting to stay and finished the activities or games they are involved in.
- Staff join in well with children's play. They help to support their thinking skills and engage with the ideas and interests that children bring to the club.
- The manager and staff deliver consistent messages to children about the expectations of positive behaviour. This helps children to learn about fair boundaries and how to interact respectfully with others.
- Parents are complimentary about the club. They find the staff friendly and approachable, and comment on the fun their children have.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |  | <b>Due Date</b> |
|--|-----------------|
| <ul style="list-style-type: none"> <li>■ ensure that information about any special dietary requirements, preferences and food allergies that a child has is recorded and that all staff are aware and act upon this information</li> </ul> | 02/12/2016      |
| <ul style="list-style-type: none"> <li>■ provide effective supervision for staff to ensure any inconsistencies in the quality of practice are identified and quickly addressed.</li> </ul>   | 31/12/2016      |

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

- strengthen self-evaluation so that areas that require development are identified and addressed effectively
- gather more detailed information from parents before children start, in order to gain a secure understanding of the needs, abilities and interests of children.

### Inspection activities

- The inspector looked at the premises and the resources available to children. She observed activities taking place and talked with the staff and children at appropriate times.
- The inspector conducted a joint observation of a specific activity with the club manager.
- The inspector held a meeting with the owner of the club and the manager. A range of documents was looked at, including staff suitability and training records, some policies and procedures, and children's records.
- The inspector spoke to a small number of parents during the inspection and looked at the results of parents' surveys to gain their views.

### Inspector

Julia Sudbury

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Monitoring of staff practice by leaders and managers is not robust enough. While there are regular team meetings, staff supervisions and some informal mentoring these are not fully effective. Strengths and weaknesses in the staff team are not always recognised and areas for development are not always sufficiently focused on and addressed. There are marked differences in quality in the way some staff understand and implement the club's procedures. Information about children's food allergies and other dietary needs is not updated or understood by all staff. However, the risk to children is minimised as the club's menu avoids high risk foods and children do not bring in their own foods. The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of possible abuse and are confident about how to record and report concerns regarding a child's welfare. Regular risk assessments and supervision by staff help to ensure children's safety as they take part in more risky activities. Parents' views are sought via the use of electronic questionnaires. Children have opportunities to give their views through wish lists and informal discussions. However, self-evaluation of the club is not fully effective in identifying areas of strength and those that require development.

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

Children arrive in good spirits and have an enjoyable time at the club. They move freely around the club room, self-selecting resources or taking part in the pre-planned activities. Children show creativity as they develop artistic skills, decorating gift bags for Christmas with a range of glitter, glue and pens. Staff engage well in children's discussions about Christmas and praise the drawings of Christmas scenes they make. As children complete jigsaws staff help them to use pictures on the box to work out the piece they need to find next and where to place it. Children play well together on computer games. Older children support younger ones to use the controllers and everyone shows delight when someone does particularly well. Children know to put their names down to get their turn and staff are aware of whose go it is next.

### **Personal development, behaviour and welfare require improvement**

Children, in general, develop secure bonds with staff and are allocated a named key person. However, less information is known about the needs and capabilities of children who have just started at the club. Parents and children are not asked to provide this information before they attend and it is not always collected in a timely way once children start. Children are polite and friendly and can often be heard saying please and thank you. They naturally share and take turns. Older children interact well with younger ones and are often happy to provide support and help. Children behave well. There is a cosy space for children who wish to simply relax and chat to friends after the school day. Outside children have opportunities to be physically active. They learn to manage risk and become confident in their own abilities as they climb trees with staff support. Meals provided to children across the week are healthy and varied.

## Setting details

<b>Unique reference number</b>	EY447647
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1065939
<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>	20
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Davidson-Roberts Ltd
<b>Registered person unique reference number</b>	RP911128
<b>Date of previous inspection</b>	31 January 2013
<b>Telephone number</b>	07841867427

Swifts OSC was registered in 2012. The provision opens each weekday, during term time only. Sessions are from 7.30am to 8.50am and from 3.15pm to 6pm. The club employs six members of staff, one of whom holds a childcare qualification at level 5 and another at level 2.

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