

# Chew Stoke Out of School Club



Chew Stoke Church School, School Lane, Chew Stoke, Bristol, BS40 8UY

<b>Inspection date</b>	14 December 2016
Previous inspection date	8 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 quality of staff's interactions with children encourages them to engage well in positive and exciting play experiences.
- Children behave well. They are kind and considerate towards the needs of others.
- Staff engage in well-identified training programmes that improve children's play opportunities. This has a positive impact on the development of the setting. For example, staff provide exciting role play and drama activities for children since learning more about imaginative play.
- Children are engaged, independent and enthusiastic as they play and interact. Staff listen to children and take their requests seriously. For example, children make up a game about a train journey and staff help them organise a pretend picnic for their arrival at their destination.
- The manager uses supervision and appraisal meetings well to ensure all staff have the skills and knowledge they need. This is a significant improvement since the last inspection and has raised the quality of the provision.

### It is not yet outstanding because:

- Meal times are a little hectic, and this means that children do not consistently experience a settled and sociable experience while they eat.
- Children cannot always find a quiet place to relax after their busy day at school.

## What the setting needs to do to improve further

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

- review the organisation of meal times so that children experience a more settled and sociable experience.
- ensure children always have the opportunity to quietly relax after their day at school.

### Inspection activities

- The inspector observed the staff's interactions with children.
- The inspector looked at documentation including children's learning journals.
- The inspector conducted a leadership and management meeting with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.

### Inspector

Angela Cogan

## Inspection findings

### **Effectiveness of the leadership and management is good**

Safeguarding is effective. Management and staff have put significant and effective steps in place since the last inspection to ensure that all staff understand the signs and symptoms that may indicate concerns about a child's welfare. They make effective risk assessments to ensure children are protected from harm at all times. Managers evaluate the setting and make well-considered changes that improve outcomes for children. For example, staff and managers have looked closely at the routine to ensure children get lots of opportunities to help out and develop their independence. Managers work well with other professionals to ensure children's individual care and learning needs are met. This is particularly effective for children who have special educational needs and/or disabilities. Managers and staff provide a positive environment where children are safe and happy.

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

Staff and managers use their experience and qualifications to provide children with an exciting range of play experiences that motivates them to take part. For example, children build dinosaur homes with blocks, and then take photographs so that they can share their achievements with their friends and family. The youngest children are well catered for and get on well as part of the wider group. For example, older children help the younger ones decorate gingerbread men and really enjoy adding details such as buttons and lip stick. Staff respond well to children's interests. For example, children take part in an active and exciting game of football and develop their skills with a specialist sports coach. Children get lots of fresh air and physical play opportunities. They enjoy exploring a safe and welcoming willow den in the playground.

### **Personal development, behaviour and welfare are good**

The youngest children build firm bonds with their special key person. Relationships with parents are strong and support effective three-way communication between the club, parents and class teachers. This helps children experience a joined-up understanding of their needs. Children are confident, settled and happy. They build positive friendships and develop a love of learning, which positively influences their journey through school. Children have lots of opportunities to develop an understanding of healthy lifestyles. For example, they have nutritious snacks and plenty of fresh air and exercise.

## Setting details

<b>Unique reference number</b>	EY294374
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	1067761
<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 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Chew Stoke Out of School Club Committee
<b>Registered person unique reference number</b>	RP525037
<b>Date of previous inspection</b>	8 August 2016
<b>Telephone number</b>	07511539003

Chew Stoke Out of School Club registered in 2005. The club operates from Chew Stoke Primary School, near Bristol. The club is open each weekday from 7.30am to 9am and from 3.20pm to 6pm during term time. It is open for four weeks during the summer holidays from 9am until 5pm. The club employs eight members of staff, five of whom have relevant qualifications at level 2 and above.

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