

115 Club St Clements

St. Clements & St. Johns C of E Infant School, St. Clements Road, BOURNEMOUTH,
BH1 4DZ



Inspection date	22 May 2017
Previous inspection date	22 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff know the children well. They work closely with parents from the start to develop a good understanding of children's interests and development. They regularly exchange information with parents and teachers to complement children's learning in school.
- Children arrive happy and settle quickly into play. They develop good self-confidence and take a pride in their achievements, such as showing staff the work they have done and sharing their home news.
- Children use their imaginations well at the club. For example, they build models, organise their own games and create with different materials.
- The management team and staff evaluate the quality of the club's provision well and have addressed the weaknesses from the previous inspection successfully. For example, they provide children with a greater choice of nutritious snacks after school to support their health.

It is not yet outstanding because:

- On occasions, staff do not organise some group activities as well as possible to fully engage and interest all children.
- Staff miss some opportunities to encourage children's independence further, such as during everyday routines.

What the setting needs to do to improve further

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

- develop the organisation of group activities to interest and engage all children consistently
- make best use of opportunities to encourage children's independence further.

Inspection activities

- The inspector observed activities and care of children in the playroom and outdoor play area.
- The inspector sampled children's records and documentation.
- The inspector assessed the suitability of staff and discussed the management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff have a good understanding of their roles and responsibilities to support children's welfare. For example, they understand the policies and procedures well and know how to identify and respond to any concerns about children. Safeguarding is effective. The management team monitors the quality of staff's interactions with children successfully, and provides ongoing support to develop staff's skills. Staff use information from their professional development to make improvements in the club. For example, they provide guidance and activities to help children learn how to keep safe when using the internet. Staff maintain a secure environment for children and supervise them well to keep them safe.

Quality of teaching, learning and assessment is good

Staff provide children with a good range of play provision to choose from and lots of outdoor play time. For example, they join others to play ball games, ride wheeled toys and use play equipment to climb and balance. Staff join in children's activity choices to support their enjoyment and communication. For example, they encourage children to talk about the drawings they make in the playground linked to their shark theme. Staff help children to share their views and talk about their lives confidently. For example, staff instigate discussions in children's play and provide time for them to share their news and show things to the group on arrival. Staff build on children's learning in school successfully. For example, they extend school topics to help children learn about safety throughout the year, such as keeping safe on the beach and walking to school.

Personal development, behaviour and welfare are good

Staff provide a warm welcome to children when they arrive and allow them time to settle in and find their friends with whom to play. Children confidently move around the club creating their own ideas. For example, children engage for long periods drawing and colouring body templates, which they then use as pretend patients in their nursing game. They move toys around to extend their imaginative play, such as taking the shopping till outside to continue playing with friends in the playground. Staff are good role models who help children to develop positive attitudes and good behaviour. For example, they teach children to listen and respect the voices, views and lives of others.

Setting details

Unique reference number	EY440051
Local authority	Bournemouth
Inspection number	1095239
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	4 - 8
Total number of places	24
Number of children on roll	16
Name of registered person	115 Childcare Services Ltd
Registered person unique reference number	RP531264
Date of previous inspection	22 June 2015
Telephone number	07703448566

115 Club St Clements registered in 2011. It is one of a privately owned chain of clubs that operates in Bournemouth and Hampshire. The group is open during term time only from 3.10pm to 5.45pm. The group employs five members of staff who hold early years qualifications at level 2 and level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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