

Elizabeth's After School Club @ Hotwells

Hotwells Primary School, Hope Chapel Hill, BRISTOL, BS8 4ND



Inspection date	18 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 manager and staff place a high priority on keeping the children safe. They regularly risk assess the environment and resources. The manager follows a strict recruitment procedure to ensure that children only have contact with safe and suitable people.
- Children learn to be sociable and they form good relationships with the staff and the other children. They play well with their friends and are considerate of others. For example, older children include the younger children in their games. All children behave well.
- Children are happy and enjoy their time at the club. They say that they enjoy going to after-school club and playing with their friends. Children enjoy taking part in the activities that the staff plan for them.
- The manager has implemented good methods to evaluate the service that is being provided. For example, parents are asked to share their feedback and children use a suggestions box to share their views about the resources and the future activities that they would like.

It is not yet outstanding because:

- Although children are involved in contributing to the planning, they are not always fully aware of the resources and activities that are available to them.
- Staff occasionally miss opportunities to help children to fully understand the importance of healthy lifestyles, such as the importance of eating a healthy diet.

What the setting needs to do to improve further

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

- enhance the opportunities that children have to make choices about what they would like to play with
- develop children's understanding of the importance a healthy lifestyle, including the impact that a healthy diet has on their bodies.

Inspection activities

- The inspector observed the activities in the main playroom and in the outdoor play area.
- The inspector sampled a range of documents, including evidence of staff suitability checks, qualifications, accident forms and the procedures for safeguarding.
- The inspector took into account the views of the children and parents who were spoken to on the day of the inspection.
- The inspector spoke to staff and carried out a meeting and a joint observation with the manager.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff fully understand their responsibilities to safeguard the children. They have a good awareness of the procedures that they should follow to report concerns about children's welfare. Arrangements for safeguarding are effective. The staff are well supported by management. For example, their practice is monitored through observations and they have regular meetings and supervision for support and guidance, to improve their practice. The manager and staff evaluate their practice well to continually improve. They use the support from local professionals to review and improve the service that they are providing. The manager and staff have developed good partnerships with the host school and the children's parents. For example, they share information on a daily basis and pass on messages to parents from teachers, to support a shared approach to learning.

Quality of teaching, learning and assessment is good

Staff are welcoming and friendly. They provide an environment where children can relax or choose to take part in activities after school. For example, the room is well planned to provide children with a comfortable space to sit and enjoy books or to play with their friends and do craft activities. Staff are sensitive to the children's needs and recognise when to join in and extend their play. For example, children play happily in groups and alone. Staff observe children, join in and show an interest in their games as they play alongside them. Children are imaginative in their play and enjoy taking on different roles in their games. This play is well supported by staff. For example, children play schools and staff provide them with dressing-up and role-play props to use in their games.

Personal development, behaviour and welfare are good

Staff work closely with the younger children to get to know their interests and to learn about who is important to them. For example, they work together to find out about their families and pets. Children are confident and well settled. Staff provide them with opportunities to share their interests and raise their self-esteem. For example, snack time is a sociable time where children and staff sit together and talk about their day. Staff provide children with opportunities to learn about the wider world and diversity. For example, during the inspection children used books to learn about the festival of light while they made lanterns for Diwali. Parents are happy with the care that their children receive.

Setting details

Unique reference number	EY491201
Local authority	Bristol City
Inspection number	1022190
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	36
Number of children on roll	38
Name of registered person	Elizabeth's After School Club (ELASC) Limited
Registered person unique reference number	RP528446
Date of previous inspection	Not applicable
Telephone number	07870366315

Elizabeth's After School Club @ Hotwells registered in 2015. The club is open Monday to Friday, from 3.30pm until 6pm, during term time. The provider employs three members of staff, two of whom hold qualifications, one at level 2 and one at level 4.

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