

# 326 Club

Stepgates Community School, Stepgates, Chertsey, Surrey, KT16 8HT



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 17 January 2018 |
| Previous inspection date | 11 March 2015   |

| <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                  |                         | Requires improvement        | 3        |
| 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:

- The manager does not monitor or support staff effectively, or identify staff strengths or where they need additional help. Practice is not consistently good.
- Management does not consistently help staff to learn strategies to help them manage some children's challenging behaviour.
- The manager and staff do not constantly build on ways to strengthen partnerships with schools children attend, to support a more consistent approach to children's care and development.
- On occasion, staff do not encourage children to do tasks for themselves that they are fully able to do and promote their independence further.
- Although the manager reflects on the quality of the provision, this does not routinely include the views of parents, children and staff to help effectively identify and address all areas for improvement.

### It has the following strengths

- Children follow good hygiene procedures. They enjoy healthy snacks and meals which help to promote their good health.
- Staff provide a variety of resources for children to explore inside and outside. Children have opportunities to develop their physical skills, such as when they play on a mini adventure course and in an enclosed outdoor play area.
- The management and staff support children's well-being effectively. For example, children receive praise to help build on their developing self-esteem.

## What the setting needs to do to improve further

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

#### Due Date

- make effective use of supervisory sessions and monitoring of staff practice to improve their knowledge and ensure consistently good practice. 18/02/2018

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

- help staff to consistently implement strategies to support some children's challenging behaviour
- develop further the relationship with the host schools and other schools children attend, to better support children and improve two-way communication
- make the most of opportunities to support children to do things for themselves and fully promote their independence
- increase ways of involving staff, parents and children in the evaluation process to help identify all areas for improvement.

### Inspection activities

- The inspector viewed the premises.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and administration manager.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

**Inspector**  
Susan Allen

## Inspection findings

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

The manager reflects on some areas for development but has not identified all staff strengths and other areas for improvement. She has not established effective systems to monitor and support staff practice. For example, she has not helped staff improve their knowledge of how to deal with some children's challenging behaviour. All staff have attended mandatory training and the manager ensures they have a good understanding of what to do if they have a concern about a child's welfare. Safeguarding is effective. Regular discussions with parents help staff to meet children's care and emotional needs consistently, and parents speak highly of the club. Children are cared for in a secure environment. For example, the door is locked and only people recognised by staff can gain entry.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not have consistently effective two-way communication with the host school or the other schools children attend. For example, they do not have a clear understanding of what skills children have developed at school to help them provide opportunities for children to build on these further. Staff do not consistently plan activities to meet children's individual needs. However, there is a range of activities, inside and outside, that offers children interesting experiences, such as making their own play dough. Staff play and communicate well with children and support them in their games. Children generally play well together. For example, older children sit with younger children and help them mould play dough. Children are motivated and engaged in activities for long periods. For example, children make shapes and other creations using play dough and older children play board games. Staff make effective use of the area available, and children have many opportunities to extend their physical skills.

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

On occasions, the manager and staff do not make good use of the information they know about children to help them plan challenging and exciting activities or to help them build on children's existing independence skills. However, children do choose whether to play indoors or outdoors and choose their own resources from a wide variety of equipment. They play games, and older children are generally kind and considerate to younger children. The warm and caring relationship the children build with the staff, and the familiarity of the school setting, helps children feel relaxed in the warm and safe environment staff provide. Children chat freely with staff and each other, and are happy in their play.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY248906  |
| <b>Local authority</b>                           | Surrey  |
| <b>Inspection number</b>                         | 1091591   |
| <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>                | 24  |
| <b>Name of registered person</b>                 | Wendy Roydhouse   |
| <b>Registered person unique reference number</b> | RP513358  |
| <b>Date of previous inspection</b>               | 11 March 2015   |
| <b>Telephone number</b>                          | 01932569326   |

The 326 Club registered in 2003. It operates from a building in the grounds of Stepgates Primary School, in Chertsey, Surrey. The club operates from 8am to 9am before school and from 3.15pm to 6pm after school, Monday to Friday during term time. It operates full day care during most of the school holidays and on Stepgates Community School in-service training days, between the hours of 8.30am and 6pm. Five staff work with the children. The manager holds a relevant early years qualification at level 3.

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