

The Clubhouse Ltd

Stockbridge Cp School, Old London Road, STOCKBRIDGE, Hampshire, SO20 6EJ



Inspection date

22 January 2018

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

- Children are extremely happy and settled in the well-managed club. They enjoy their leisure time and show exceptional behaviour, playing harmoniously in mixed-age groups.
- High attention is given to providing children with a hot, nutritious meal at the club. Children thrive in the social and communicative atmosphere, such as when sitting together around tables to eat with their new friends.
- The provider has a very strong partnership with the school, sharing facilities and activities, such as gardening. Exceptional links with the school teachers mean that staff have a full picture of each child's needs.
- The provider has a strong understanding of safeguarding children. She has clear procedures for the recruitment and vetting of new staff to ensure their suitability.

It is not yet outstanding because:

- The provider recognises there is scope for children to have greater opportunities to develop their personal independence.
- There is a bigger emphasis on adult-led activities as opposed to child-led play activities.

What the setting needs to do to improve further

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

- think of ways to give children greater opportunities for personal independence
- develop a better balance of play opportunities for children where they are able to lead and make their own choices.

Inspection activities

- The inspector spoke to children, observed the children's play activities indoors and outdoors, looked at the available resources and read relevant documentation.
- The inspector held a meeting with the provider and supervisor to discuss the leadership and management, including self-evaluation methods.
- The inspector carried out a joint observation with the supervisor and held discussions with staff.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

The new provider has very strong management systems in place to ensure the smooth running of the club. Along with the supervisor, she monitors staff performance closely to ensure they follow clear policies and procedures, and meet requirements. Staff take part in regular appraisals and supervision to discuss their training and coaching needs. They undertake good induction and training to develop their knowledge further, although this is mainly about maintaining the welfare of the children. Self-evaluation is accurate and ongoing. Safeguarding is effective. There is strong emphasis on child protection and liaising effectively with the school about children's welfare. All staff show confidence on what to look out for and know what to do if concerned about a child or adult, including those with extreme views. They undertake effective daily risk assessments indoors and outdoors, to ensure the premises remain safe and secure and to help prevent accidents.

Quality of teaching, learning and assessment is good

Children have fun at the club and enjoy activities, such as making birdfeeders. They feel relaxed and happy, and are confident to talk to adults and older children with whom they build a strong bond. The staff show strong, purposeful interaction with children. They demonstrate and talk about what to do in play activities, and encourage conversations in a relaxed atmosphere. For example, children say which type of birds might like to use their home-made feeder and what shape they want to make. The staff encourage children to show tolerance towards others, follow rules, and encourage equal vote and freedom of thought. Children have some opportunities to choose their own play activities and toys during the week.

Personal development, behaviour and welfare are good

Children are well cared for by the staff who have a clear understanding of their role. Staff are well aware of children with specific needs and follow effective systems to ensure they meet their needs. For example, the schoolteacher accompanies them and settles them into the club when they first start. There is good attention by staff on children being physically active and keeping safe. Children gain plenty of exercise and use a variety of equipment to develop their large movement skills. Partnership with parents is strong. An effective booking system makes sure staff have all required information about children. Information on the setting's activities and their procedures to support children's welfare is easily available to parents. Staff build friendly and welcoming relationships with parents who give the club positive feedback on their service.

Setting details

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|--|---|
| Unique reference number | EY492337 |
| Local authority | Hampshire |
| Inspection number | 1023420 |
| 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 | 20 |
| Number of children on roll | 33 |
| Name of registered person | The Clubhouse Limited |
| Registered person unique reference number | RP906880 |
| Date of previous inspection | Not applicable |
| Telephone number | 07557916359 |

The Clubhouse Ltd registered in 2015. The out-of-school provision operates in the primary school in Stockbridge, Hampshire. The breakfast club operates from 7.45am until 8.45am and the after-school club from 3.15pm until 6pm, during term time only. There are three staff working with the children, one of whom holds a qualification in teaching support at level 3.

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