

The Wheat-Patch Club

The Pavilion, The Avenue, Patchway, Bristol, BS34 6BD



Inspection date	3 April 2018
Previous inspection date	19 August 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

- The manager is effective in the coaching and support she offers to staff to improve the quality of their interactions. For example, recent training has supported staff to re-evaluate how they plan activities and involve children more in leading their own play.
- The manager and staff evaluate the provision well. They understand what they do well and where improvements may improve children's experiences even further. They have successfully addressed recommendations from the last inspection. For example, resources are stored within easy reach of children so that they can make independent choices about their play.
- There are good links with the school to support children who have special educational needs and to maintain a continuous approach to their care and learning.
- Children have good opportunities to develop their imaginative play. For example, they play companionably, share resources and designate roles to extend their ideas further.

It is not yet outstanding because:

- Occasionally, planned activities do not engage younger and less-confident children fully in the experience, such as when making pizzas in a large, mixed-age group.
- Managers and staff are not successful in encouraging all parents to share information on children's interests and learning when they first start at the club, to support the initial planning of engaging experiences.

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 planned activities to ensure younger children are confident to be fully involved
- strengthen the partnerships with parents further to encourage them to provide information on children's interests and learning when they first start at the club.

Inspection activities

- The inspector observed staff's interactions with children and discussed their learning as they played inside and outside.
- The inspector spoke with the manager, staff and children at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including policies and procedures to safeguard children.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff provide a safe and secure environment. They supervise children well, such as on large play equipment, and help them to understand rules to keep them safe. The manager ensures a thorough induction for new staff so that they understand and implement policies and procedures to safeguard children successfully. The manager and staff have a good understanding of their responsibilities to report any concerns about a child. There are robust arrangements to ensure the suitability of staff and their ongoing professional development. The manager monitors the setting successfully and makes regular amendments to practice. For example, she has recently analysed documentation and improved the confidential recording of information.

Quality of teaching, learning and assessment is good

Children benefit from a welcoming, well-resourced environment and friendly, caring staff, which parents greatly appreciate. Staff organise a varied programme of activities and consider parents' and children's ideas well. Staff encourage children to solve problems successfully. For example, children test their ideas and think critically to assemble tubing to create a 'tent' for their imaginative play. Staff use their training well to help children learn good communication and language skills. For example, staff question children effectively to help them design structures with the wooden blocks.

Personal development, behaviour and welfare are good

Children form strong bonds with familiar staff and build friendships with peers. They are polite, well behaved and develop high levels of self-esteem. Staff are good role models. For example, they demonstrate good manners by asking children if they have finished with the wooden blocks before using them. Staff know children well and meet their care needs efficiently, for example, establishing accurate care plans with parents. Staff make good use of mealtimes to encourage children's social skills and to engage them in conversations. Children gain good independence, such as pouring their own drinks and building their own pizzas. Staff encourage children to think about healthy options for pizza toppings and provide many opportunities for children to be outside and active, supporting their understanding of healthy lifestyles effectively.

Setting details

Unique reference number	136103
Local authority	South Gloucestershire
Inspection number	1127019
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	42
Name of registered person	The Wheat-Patch Club Committee
Registered person unique reference number	RP522225
Date of previous inspection	19 August 2015
Telephone number	01454 202283 or 07870 432930

The Wheat-Patch Club registered in September 2000. The club operates from the hall of a local community centre in Patchway, South Gloucestershire. During term time, the club offers before-school care from 7.45am and after-school care until 6pm for children attending St. Chad's Patchway Church of England Primary School. During school holidays, the club opens from 8am until 6pm. The committee employs a manager who holds an early years qualification at level 6. She is supported by nine staff. Of these, one holds qualified teacher status and three hold early years qualifications at level 3.

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