

Knowle Park After School Care

Queenshill Road, Knowle Park, Bristol, BS4 2XG



Inspection date

11 April 2018

Previous inspection date

11 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

- Children enter a very well organised and resourced environment. Staff plan an exciting range of activities, which considers children's interests and wishes.
- Good use is made of the outside environment to encourage children to be active. For example, some children enjoy a game of hockey. Vigilant staff use their training well to ensure that children understand the rules and know how to keep themselves and others safe. Staff support children well to make decisions and accept defeat magnanimously.
- Children behave well and are supportive of each other, for example, in team games. Staff provide specific praise so that children know what they have done well, building high levels of self-esteem effectively.
- Leaders and managers evaluate the provision well. They have addressed recommendations from the last inspection effectively. For instance, they have provided an area for children to read books and rest quietly. Leaders and managers understand what they need to do to improve the club. For example, they intend to observe teaching and use this to raise the quality of interactions even further.

It is not yet outstanding because:

- Sometimes, staff complete tasks that children are capable of doing themselves, and they do not consistently encourage them to solve problems independently.
- Staff do not organise the large group of children at snack time as well as they could, and children sit waiting for a long time and become restless.

What the setting needs to do to improve further

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

- help children manage tasks that they are capable of completing and encourage them to solve problems independently
- make better use of transition times, for example, when washing hands for whole-group snack, so that children are not left waiting for a long time and become restless.

Inspection activities

- The inspector observed staff's interactions with children as they played inside and outside.
- The inspector spoke to leaders, managers, staff, parents and children at convenient times during the inspection. The inspector also considered the written views of parents.
- The inspector spoke with the manager about how she evaluates the provision and monitors staff's professional development.
- The inspector sampled documentation, including staff's suitability checks, and policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and managers ensure that all staff attend relevant training, and understand and implement policies and procedures to protect children. Managers and staff understand the possible signs of abuse and the procedure to follow should they have a concern about a child or a member of staff. Vigilant staff keep children safe. For example, there are good arrangements to ensure that only known and authorised adults collect the children. Leaders and managers follow robust recruitment and induction arrangements to ensure that staff are suitable for their role. The manager has regular meetings with her staff to support their professional development. There are strong partnerships with parents and the school to maintain a consistent approach to children's care and learning. Parents value the care their children receive and the ongoing communication from 'amazing' staff.

Quality of teaching, learning and assessment is good

Staff consistently reflect on their teaching to improve the planning of suitable activities. They organise a good variety of experiences to engage children and support their interests. For example, children thoroughly enjoy exploring the soil and planting seeds, as they learn about growth. Children make creative designs on their pots, exploring colour and pattern well. Staff provide a laminated sheet to help children to see what will happen to their seed and provide good explanations. Children speak confidently to express their ideas and use a good range of vocabulary to describe what they are doing.

Personal development, behaviour and welfare are good

Staff encourage parents to share information when children first start, to help with the settling-in process. For example, staff provide toys that interest and engage children to help them settle quickly. Children form strong bonds with familiar adults and build friendships. They develop a good sense of belonging and understand expectations. For example, children know to register themselves as they enter and leave the main hall, such as if they visit the toilet. Children learn about healthy lifestyles, such as making healthy choices at snack time. Parents appreciate the excellent communication with the manager to ensure that staff meet children's special dietary needs, including during cooking activities.

Setting details

Unique reference number	EY436383
Local authority	Bristol City
Inspection number	1095143
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	70
Number of children on roll	150
Name of registered person	Knowle Park After School Care Committee
Registered person unique reference number	RP531099
Date of previous inspection	11 June 2015
Telephone number	01173732783

Knowle Park After School Care registered in 2011 and operates from Knowle Park Primary School, Knowle Park, Bristol. The setting provides care for children attending Knowle Park Primary School only. The setting is open each weekday from 7.30am until 9am and from 3pm to 5.45pm, during term time only. The setting employs a manager who has an early years qualification at level 3. There are 10 other staff; of whom, four hold playwork qualifications at level 3, three hold qualifications at level 2 and one holds a qualification at level 1.

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