

# Scooters Playclub

Hanbury C of E First School, School Road, Hanbury, Bromsgrove, Worcestershire,  
B60 4BS



## Inspection date

Previous inspection date

17 May 2018

25 September 2014

| 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 management team is well qualified, dedicated and experienced. They demonstrate a good knowledge and understanding of how children learn. This and the good range of activities they provide complement and consolidate what children learn at school.
- Children's behaviour is excellent. They are polite, share and take turns. Practitioners speak to children respectfully and provide gentle reassurance when needed. They have a calm approach and help children to express their views and feelings and learn how to keep themselves safe.
- Partnerships with parents are effective. Parents comment that their children are involved in a wide range of activities. They say care for children is very nurturing, and it is like a home-from-home environment and a fantastic facility.
- Partnerships with the host school work well and managers have good links with teachers in the school. This promotes information sharing and helps practitioners to support children's care, well-being and ongoing learning while at the club.

### It is not yet outstanding because:

- At times, the organisation at the start of the session does not meet children's needs, to raise the quality of their experiences to the highest level.
- Practitioners do not gather enough detailed information from parents about their children's capabilities when they start attending.

## What the setting needs to do to improve further

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

- monitor the routine at the start of the session more closely, to identify how this can be enhanced further and meet the needs of the children more effectively
- extend the information sought from parents about what their children know and can do when they start attending.

### Inspection activities

- The inspector discussed the activities available with the provider/managers and observed activities indoors.
- The inspector held a meeting with the managers. She looked at relevant documentation, including the suitability and qualifications of practitioners working in the club and a sample of policies and procedures.
- The inspector spoke with practitioners, children and the head of school during the inspection.
- The inspector took account of the views of parents spoken to at the time of the inspection.

### Inspector

Jackie Nation

## Inspection findings

### Effectiveness of the leadership and management is good

This is a very effectively managed out-of-school club with a strong focus on continuous improvement. Safeguarding is effective. All practitioners have a high regard for children's safety. Practitioners have a secure understanding of their role in safeguarding. They know the possible signs and symptoms that may indicate abuse, and what to do in the event of a concern about a child's welfare. Vetting procedures are robust, and suitable adults care for children. Good arrangements are in place to keep children safe and secure, particularly at collection times. Children talk confidently about what they enjoy, for example, playing with their friends, drawing and playing outside with the torches.

### Quality of teaching, learning and assessment is good

Practitioners know how to support and guide children's learning effectively in this type of provision and have fun. Practitioner interactions are very good and this promotes children's engagement and enjoyment in activities. During play, practitioners encompass discussions about numbers, counting, shape names and size. This helps younger children to build on the skills they already have, through play and exploration. Children problem solve while building with bricks and playing memory games. They play cooperatively and imaginatively in role play as they organise themselves and take on different roles and characters. Dinosaurs are a firm favourite as children sit together and develop their own ideas and small-world scenarios. Children's work is displayed and they have keenly entered into a colouring competition to mark the occasion of the royal wedding. Children enjoy taking part in a music session. They listen well as they learn how to clap and count out the beat. Children have good opportunities to learn about the needs of others and the world around them. They take part in a range of activities that helps them to understand about different festivals and traditions. This helps children be aware of similarities and differences in society.

### Personal development, behaviour and welfare are good

Children enjoy their time at the club and are happy and relaxed. Practitioners have a very warm rapport with the children and they listen to them with genuine interest. They support children's emotional well-being very successfully. On arrival after school, children sit together and practitioners ask them questions that encourage them to talk confidently and share their news in the group. Children are self-assured and confidently talk to visitors about what they like doing. Effective and sensitive approaches are in place to encourage good behaviours, such as good manners, listening to others and saying sorry. Children are praised in their achievements and for acts of kindness. The environment is well organised and provides enjoyable play opportunities for all children. Children make choices about what they would like to do and play with. Children's health and physical development are promoted effectively. They develop good self-care skills and enjoy a healthy teatime snack. Children have opportunities to be physically active and have use of the school playgrounds.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY339397  |
| <b>Local authority</b>                           | Worcestershire  |
| <b>Inspection number</b>                         | 1104530   |
| <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 - 9   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 57  |
| <b>Name of registered person</b>                 | Jo-Anne Beverley Skeys and Emma Jaine Nash-Lewis Partnership                      |
| <b>Registered person unique reference number</b> | RP526447  |
| <b>Date of previous inspection</b>               | 25 September 2014   |
| <b>Telephone number</b>                          | 07588627801   |

Scooters Playclub registered in 2006. The club employs three members of staff, two of whom hold recognised qualifications at level 3. The club is open Monday to Friday from 7.45am until 9am and from 3pm until 6pm during term time, and from 8am until 6pm during school holidays.

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