

<b>Inspection date</b>	31 July 2018
Previous inspection date	6 June 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is good

- The owner, setting manager and staff have worked well together and have used their skills to implement sustainable improvements. This has played a key role in significantly developing the provision since the last inspection.
- The owner supports staff in understanding the spirit of out-of-school care. Children have time to relax and talk with their friends. Staff balance this well with opportunities for children to participate in interesting activities that aid their formal learning.
- Staff build good relationships with parents and understand each child's needs. Parents report that they appreciate the positive environment created by staff and the wide range of activities they offer children.
- Staff make good use of the knowledge they gain from training. For example, they are now more aware of children's interests and offer children activities and resources that enable them to explore and build on these.
- Children respond to the caring, positive staff. They feel valued as staff show a genuine interest in them and pay close attention to their contributions. This helps to create a constructive atmosphere where children develop confident attitudes that support their ability to learn.

### It is not yet outstanding because:

- Staff do not consistently provide a wide range of activities and resources outside for children to independently extend their interests and build on their learning even further.
- Staff do not consistently make the best use of opportunities to support children in developing their understanding of healthy lifestyle choices and practices.

## What the setting needs to do to improve further

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

- enhance the range of activities and resources available outdoors, to consistently provide for all children's interests, particularly those who prefer to learn outside
- extend the daily opportunities that support children in building their understanding of the benefits of healthy practices, such as healthy eating and the effects of exercise.

### Inspection activities

- The inspector observed activities indoors and outside. She talked with staff and children at appropriate times throughout the inspection.
- The inspector reviewed an activity with the owner, who also works as a manager at the club.
- The inspector held a meeting with the owner. She looked at relevant documentation, discussed the club's self-evaluation and viewed evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Kelly Eyre

## Inspection findings

### Effectiveness of leadership and management is good

The owner, club manager and staff have successfully addressed the actions from their last inspection. Staff now receive effective supervision that supports them well in developing their practice and meeting children's needs. Arrangements for safeguarding are effective. Staff regularly complete training and review safeguarding procedures at team meetings. They demonstrate a good knowledge of potential threats to children's welfare and understand how to report any concerns. All staff have now completed training in food hygiene, further promoting children's well-being. The owner and staff use their qualifications and experience well to aid them in continuously reviewing the club's practice and making improvements. Staff work effectively with other professionals. For example, they talk regularly with children's teachers to offer children pertinent support that aids their formal learning.

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

Staff know the children well and offer them activities that encourage their participation and support them in developing the skills that aid their learning. For example, children of all ages work together to make play slime. They extend their vocabulary and communication skills as they explore words such as 'catalyst', and explain the process to each other. They develop their ability to explore and solve problems as they work out which ingredients to add to increase the elasticity of the slime. Staff interact well with children and support them in building their knowledge as they play and have fun. For instance, children playing with a pool table extend their use of mathematical theory as they work out the best place to stand in order to hit the ball at the right angle.

### Personal development, behaviour and welfare are good

Staff use the key-person system well. They exchange detailed information with parents, enabling them to understand each child and help them to feel settled and secure. Staff make good use of daily discussions to help children recognise how their behaviour affects others and to learn to manage this. Children show care and concern for one another. For example, older children readily explain a computer program to younger children and support them in accessing and using this. The caring, supportive environment aids children in building positive emotional responses that help them in school. Children participate in activities that promote their physical development and their understanding of safety. For example, they play football and understand that they need to allow plenty of space so that they do not pose a risk to others.

## Setting details

<b>Unique reference number</b>	EY280529
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10056959
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	40
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Thorp, Benjamin Michael
<b>Registered person unique reference number</b>	RP513540
<b>Date of previous inspection</b>	6 June 2017
<b>Telephone number</b>	07899865624

Playtime registered in 2004. The club employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The club is open from 3.15pm to 6pm every weekday during term time and from 8.30am to 6pm during school holidays, subject to parental demand.

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