

Sand Out Of School Club



Blaise Primary School And Nursery, Clavell Road, Bristol BS10 7EJ

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| Inspection date | 28 September 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 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

- Staff form positive relationships with children and provide them with a range of interesting activities that children enjoy. Children are happy, settle well on arrival and enjoy their time at the club.
- The behaviour of children is very good. The caring staff provide consistent, clear boundaries and teach children about the behaviour expectations. They give children lots of praise and encouragement, and celebrate their achievements, such as being kind and helpful to others.
- Partnerships with parents and the host school are strong. Staff have a very good relationship with parents, carers and teachers, and share information about the children in their care. This helps them to work in harmony and support children well.
- Self-evaluation methods are effective. Leaders are proactive at seeking feedback from parents, staff and children. For example, parents complete regular questionnaires and children draw and write their suggestions for improvements in a designated 'ideas book'. This has a positive impact on the quality of practice.

It is not yet outstanding because:

- At times, staff do not give children enough opportunities to be physically active to promote their good health and well-being further.
- Staff miss some opportunities to help children fully develop their independence.
- The staff appraisal process is not consistently strong, to help staff recognise where and how they can improve and to learn good practice from one another.

What the setting needs to do to improve further

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

- make the most of the outdoor area to enable children to choose from activities that extend all areas of their play and promote their understanding of a healthy lifestyle
- make the best use of opportunities to develop fully children's independence skills
- develop the staff appraisal system to improve the support and continuing professional development of staff.

Inspection activities

- The inspector observed children's play activities and staff interactions indoors and outdoors.
- The inspector held discussions with the two owners of the club and discussed their understanding of the early years foundation stage requirements.
- The inspector discussed and reviewed a sample of relevant documents, certificates, and policies and procedures.
- The inspector held discussions with the leaders and staff regarding their understanding, knowledge and procedures for safeguarding.
- The inspector discussed with leaders how they evaluate their service.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff have a very good knowledge of how to protect children from harm. For example, leaders understand their responsibilities when employing staff and all staff know the procedure to follow should they have concerns about children in their care. All staff have regular first-aid and safeguarding training to help them support children's welfare and well-being. Staff regularly risk assess the environment and activities offered to children. Children help identify potential risks and understand what steps they need to take to keep themselves safe. For example, children know they must mark themselves out when they visit the toilet and acknowledge when they return so staff always know where they are. Parents are very complimentary about the staff team and the attentive care their children receive. For example, staff plan the environment and activities carefully for children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff and children have fun participating in games together. For example, they play board games and ball games. This encourages children to develop their awareness of turn taking and fair play. Children confidently make choices from a good variety of activities indoors and help to plan what they would like to do. Children show good concentration and their skills develop as they play. For instance, children enthusiastically dig the soil in the allotment to prepare it for planting, and they create cards and pictures with a variety of materials. Staff take a genuine interest in children's ideas and creations, and talk to them about what they are doing. Children say they particularly enjoy the weekly baking activities with recipes from around the world. They confidently weigh and measure ingredients, and make an array of different food to eat or take home. This helps to develop children's understanding and knowledge of the world.

Personal development, behaviour and welfare are good

Children greet staff warmly, hug their friends and are clearly happy to attend the club. Familiar daily routines help them to feel confident and contribute to their safety and security. Staff are calm and patient role models and they encourage good manners through their behaviour towards the children. They help children develop an awareness of the needs of others and the impact their behaviour can have on them. For example, older children are kind and helpful at snack times towards younger ones who have just joined the club. They help them find their name to register their arrival and to use the 'choice board' to say what drink they would like. Staff ensure children receive lots of praise for their efforts, which helps build their self-esteem and confidence. Children learn to listen to others and take turns in games and using equipment, such as tennis rackets.

Setting details

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| Unique reference number | EY501399 |
| Local authority | Bristol City of |
| Inspection number | 10077165 |
| Type of provision | Out-of-school day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 4 - 11 |
| Total number of places | 30 |
| Number of children on roll | 105 |
| Name of registered person | Sand Out Of School Club Limited |
| Registered person unique reference number | RP535487 |
| Date of previous inspection | Not applicable |
| Telephone number | 0117 3772424 |

Sand Out Of School Club registered in May 2016. It operates within Blaise Primary and Nursery School, Bristol. The club is open five days a week before and after school, during term times. Sessions run from 7.30am to 8.40am and from 3.15pm to 5.45pm. There are three permanent members of staff who work directly with the children, two of whom have relevant childcare qualifications at level 3. The provider also offers selected dates throughout the school holidays from 8.30am until 5.30pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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