

# Bovey Tracey After School Club



Bovey Tracey Primary School, Abbey Road, Newton Abbot TQ13 9HZ

<b>Inspection date</b>	3 October 2018
Previous inspection date	20 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 older children follow the lead of the staff in creating a warm and nurturing environment for the younger children.
- A range of resources and environments indoors and outdoors supports children to be active, develop new skills and have fun.
- Parents are very positive about the after-school club and report that their children love attending and enjoy the activities available.
- Rules and routines are well established and enable children to stay safe and feel secure.

### It is not yet outstanding because:

- Larger group times indoors are restricted by space and can be noisy which is sometimes overwhelming for the younger group members.
- Professional development opportunities that help staff to enhance their knowledge and understanding further are not fully maximised.

## What the setting needs to do to improve further

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

- review the space and size of groups indoors to fully enhance the experience and learning for the younger members of the group
- enhance opportunities for staff's professional development to help improve their skills and knowledge base.

### Inspection activities

- The inspector visited areas of the premises used by the club.
- The inspector held discussions with the manager and staff about the children's achievements and how the children engage in play.
- The inspector spoke with children and parents and took into account their views.
- The inspector talked to the staff about their understanding of safeguarding.
- The inspector sampled documentation, including policies, children's records and staff qualifications.

**Inspector**  
Dilys Vincent

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of their roles and responsibilities to safeguard children. They are aware of the potential risks to children and what action to take to help keep them safe. The manager works in partnership with the school to ensure safe recruitment procedures and continuity in children's care and learning. Staff have regular supervision and appraisal meetings and the manager successfully evaluates the quality of the provision to ensure the best experiences for the children. The manager and staff monitor children's safety and security throughout the session indoors and outdoors, and adapt the session as children are collected. They encourage children to be independent and make safe choices. The club has clearly defined policies and procedures in place which successfully contribute to children's safety and welfare.

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

Staff plan a good range of activities each session to keep children active and having fun. For example, children engage in ball games, climbing, chalking, computer games, clay modelling, writing and drawing activities, as well as having places to rest and relax with their friends. Staff offer new experiences and opportunities for children to develop their skills and interests and encourage them to lead their own play. Staff encourage children to use their imaginations and to design their own ideas in creative activities. For instance, when drawing with chalk children create their own characters, stories and games. Staff ask children questions to encourage them to think about the best way to overcome challenges, such as the best way to get down from the climbing bars or solve a number pattern on the computer.

### Personal development, behaviour and welfare are good

Children show good self-confidence and are keen to share their views. For instance, children want to show visitors their school. They talk about what they like about the club and how it is different from school. Staff ensure that children have access to larger and smaller social group times and are able to make a range of choices throughout the session based on their interests. Children have access to a range of resources and can use their time to complete homework if they choose. Staff support children to take responsibility for routines and care for others who may need some support to try new activities. Children are encouraged to be independent in self-care routines and staff support is available if needed. Children learn about how to take care of themselves and be healthy through diet and exercise. They learn about diversity in the world through resources, discussions and celebrations.

## Setting details

<b>Unique reference number</b>	EY479784
<b>Local authority</b>	Devon
<b>Inspection number</b>	10076178
<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>	5 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Downton, Victoria Rowena
<b>Registered person unique reference number</b>	RP909544
<b>Date of previous inspection</b>	20 January 2016
<b>Telephone number</b>	07854063169 01626833314

Bovey Tracey After School Club registered under its current owner in 2014. The after-school club operates in Bovey Tracey Primary School, Devon. The after-school club is open Monday to Friday, from 3.15pm to 5.45pm, during term time only. The owner/manager has an appropriate childcare qualification at level 3. Seven other staff are employed, all of which are appropriately qualified.

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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