

Squirrels BASC

Staples Road Primary School, Staples Road, LOUGHTON, Essex IG10 1HR



Inspection date	2 November 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

- Children are happy in the club and enthusiastic about their play and learning. Staff are welcoming and friendly. Settling-in arrangements are sensitive and take account of the needs of individual children.
- Staff supervise the children well. They set clear rules and boundaries to keep children safe and children's behaviour is good.
- Staff build good relationships with parents and share information about children's progress with them daily. Parents say they are delighted with the care their children receive and say that staff are accommodating to their needs.
- Children enjoy exploring the resources which are changed regularly and cover all the areas of learning. All activities provided are appropriate for the different ages of the children and staff take account of children's interests and level of development.
- Children have access to the outdoor learning environment every day. They explore the local forest areas and learn about nature. They enjoy playing with a variety of sports equipment to help strengthen their muscles and increase their physical abilities.
- Children are fully involved in the planning and development of the club. They are eager to put forward their ideas for new activities and resources. Leaders also take account of the views of parents and staff when planning to make changes and improvements.

It is not yet outstanding because:

- The supervision and monitoring of staff are not sharply focused to continually raise the quality of their practice.

What the setting needs to do to improve further

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

- strengthen systems for the supervision and monitoring of staff performance to identify any gaps in their knowledge and raise the quality of their practice to the highest level.

Inspection activities

- The inspector observed and assessed staff interaction with children during activities indoors and outdoors.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and by reading testimonials.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, attendance records, policies and procedures.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

Leaders and staff work closely with the school to operate a smooth transition from school to club to ensure the safety of the children. Risk assessments are carried out in all areas that children play and learn in. Staff involve children in identifying hazards in the play environment and they learn to keep themselves safe. Staff recruitment is robust and leaders check staff suitability regularly. Safeguarding is effective. Staff demonstrate their understanding of the procedures they should follow if they identify a concern about children's safety and well-being. They fully understand their responsibilities to protect the children in their care. The staff team works well together and understands their roles within the club. Leaders ensure that staff access regular training to develop their skills and keep up to date with any changes in legislation.

Quality of teaching, learning and assessment is good

Staff form close partnerships with teachers and school staff. They discuss individual children's learning needs and plan together to support their development. Staff reflect on the activities they provide to ensure they meet the needs of different groups of children and help them to make progress in their learning. Staff give individual attention to children's needs, in particular those who are younger, have special educational needs and/or disabilities or speak English as an additional language. For example, they provide resources, such as books, to help extend children's understanding of language and train staff in the use of sign language. Staff join in children's play and help them with suggestions during creative activities. They are playful and imaginative and encourage children to make their own choices. For example, they encourage them to think how they can improve their drawings.

Personal development, behaviour and welfare are good

Children learn about routines and they learn how to take responsibility for their own actions and how to support others. For example, older children become 'table captains' and monitor younger children's behaviour during snack time. They are proud of their role and grow in confidence as they teach younger children about the rules of the club. Children are independent. They prepare their own snack and wash up their plates. Staff encourage children to make healthy food choices from a good variety of savoury foods, fruit and vegetables. Staff teach children to respect and be considerate to others. For instance, children write on paper flowers in their mindfulness garden when their friends show a particular kindness. Children develop good social skills as they play and learn together. Staff give children opportunities to talk about events that happen at home and school and show children their opinions are valued. Children learn to speak out in a group and this helps promote their growing self-esteem. Staff plan creative activities that reflect children's own experiences and traditions. They teach children about the cultures of other children in the club. For example, they use a world map to show children's family origins and children learn about different countries and communities.

Setting details

Unique reference number	EY539177
Local authority	Essex
Inspection number	10079368
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	40
Number of children on roll	132
Name of registered person	Carol Parrish And Shirley Utting Partnership
Registered person unique reference number	RP539176
Date of previous inspection	Not applicable
Telephone number	07847564780

Squirrels BASC operates from Monday to Friday, from 7.30am until 8.50am and 3.15pm until 5.30pm, during school term time only. There are five members of staff, two of whom hold appropriate childcare qualifications.

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