

# The Planet Club

Thornton Primary School, Heys Street, Thornton-Cleveleys, Lancashire  
FY5 4JP



<b>Inspection date</b>	11 February 2019
Previous inspection date	16 November 2015

<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

### This provision is good

- Managers and leaders are ambitious for the success of the club. They strive to create a welcoming, calm and inviting environment where children are encouraged to make themselves at home, have fun and become independent learners. Children are very happy and confident. They clearly enjoy their time at the club.
- Staff actively encourage children to be very much involved in the planning of activities within the club. They understand the importance of providing a vast range of activities that are led by children, to help to complement their structured learning in school. This engages children's interests and helps to motivate them to play, learn and achieve.
- The consistency of staff between the host school and the club helps to ensure that a strong bond is formed with each child. Rigorous procedures, such as the collection of children from school classrooms, contribute towards ensuring that children are settled, assured and happy in their transition to the club.
- Staff strongly encourage children to 'have a voice'. Exciting opportunities, such as creating a club wish list, contribute towards children being able to express their views, make decisions and put forth their ideas for continued improvement. This helps to promote an inclusive ethos where children feel valued for their positive contributions.
- Managers and leaders invest highly in their whole staff team. Meaningful and relevant professional development opportunities take account of the needs of children attending and are clearly focused on enhancing staff's good knowledge and expertise.
- At times, staff do not share enough information with parents about the daily activities that their children take part in and the achievements that they make within the club.
- Occasionally, staff miss opportunities to build on children's good knowledge of how healthy practices, such as taking part in regular exercise, eating healthy foods and adopting good hygiene routines, contribute towards their good health.

## What the setting needs to do to improve further

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

- extend ways to share more in-depth information with parents about the daily activities that children take part in and the achievements that they make within the club
- build on children's good knowledge of what keeps them safe and healthy.

### Inspection activities

- The inspector looked at the range of indoor and outdoor activities provided and observed the interactions between staff and children.
- The inspector spoke with the provider, the manager, the staff and children at appropriate times during the inspection.
- The inspector and provider jointly evaluated a planned activity.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, a log of activities planned for children and self-evaluation documents.
- The inspector took account of the views of parents from comments noted on recent satisfaction surveys.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders recruit staff safely. They complete meticulous induction training with staff. This helps to ensure that all staff have a good understanding of their roles and responsibilities, including a good knowledge of child protection procedures. Risks are readily identified and minimised. Effective procedures, such as applying safe filters to internet sources and sharing online safety tips with children, help to keep them safe both within the club and at home. Managers and leaders strongly invest in staff. Meaningful appraisals, interim meetings and regular supervisions are fully reflective of staff's diverse roles and contribute towards their enhanced performance management. Staff work together seamlessly. They carry out purposeful tasks, such as peer observations, to help to share their professional knowledge and expertise. Excellent links are formed with the host school. Strategies, such as dedicated leadership meetings, help to ensure that the continued improvement of the club is highly prioritised.

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

Staff liaise very closely with teachers from school to share information about children's learning and progress. They use this information well to plan a good range of enjoyable and challenging activities that complement children's learning in school. For example, staff provide opportunities for children to play outdoors in the fresh air, following their busy day in school. They welcome children's ideas to create an obstacle course and provide resources, such as ladders, cones and stilts, to facilitate this. Children enjoy the various challenges presented to them by staff. For example, they arranged cones to create shapes and counted with numbers in the correct order when stepping between each rung of the ladder. This helps to build on their good mathematical skills. Staff are responsive to children's interests in their natural world. For example, following children's curiosity in the moon, staff drew their attention to other aspects observed in the sky, such as the trails left by aeroplanes. They engage children in meaningful discussions to help them to make sense of why things happen and increase their knowledge of the wider world.

### Personal development, behaviour and welfare are good

Staff create an inclusive environment that values the diverse needs of all children. They make a conscious effort to introduce children to any visitors within the club, to help them to feel valued and included. Staff are friendly and kind. Their positive and respectful demeanours are filtered through their effective interventions. This helps children to adopt tolerant, respectful and considerate attitudes, and contributes towards the firm friendships that they form with their peers. Routine opportunities are used well to uphold core values, such as perseverance. For example, when making fruit kebabs at snack time, staff positively encouraged children to use more-complex tools to core and slice fruit, and readily praised their individual efforts. This helps to instil children with high levels of self-confidence and contributes towards them adopting a 'can-do' attitude. Children delight in opportunities to take part in complementary sporting activities, such as dodge ball, that help to build on the skills they gain in school.

## Setting details

<b>Unique reference number</b>	309761
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10064128
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Planet Club Committee
<b>Registered person unique reference number</b>	RP524429
<b>Date of previous inspection</b>	16 November 2015
<b>Telephone number</b>	01253 821 128

The Planet Club registered in 1998 and operates from within Thornton Primary School in Thornton-Cleveleys, Lancashire. The club employs three members of childcare staff. Of these, all hold appropriate qualifications at levels 2, 3 or 5. The club is open Monday to Friday, from 7.30am to 8.55am and 3.15pm to 5.45pm, during term time.

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