

# Picnics After School Club



Moulton College, West Street, Moulton, Northampton, Northants NN3 7RR

<b>Inspection date</b>	28 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The manager builds effective partnerships with schools and other early years settings children attend, to help to ensure good continuity for children's care. The key person seeks ongoing information about children's welfare and development. She uses this information to help support children's behaviour and their physical well-being effectively.
- Staff support children to complete homework and to practise the skills they are gaining in other settings, including school.
- Staff consider children's interests as they provide a wide range of activities that engage children well. Children play happily. They develop confidence and a secure sense of belonging.
- Staff seek information from parents about children's individual needs at the start of their time in the setting. This helps them care for children well. Staff keep parents well informed about their children's daily activities and achievements. Parents and children share their very positive views about the setting. They particularly like the range of activities and the caring staff.
- The manager is building a new staff team. She provides staff with an in-depth induction that helps them meet the requirements of their role quickly. Staff are aware of children's additional needs and the agreed strategies to support them.
- At times, staff miss chances to initiate conversations with children in order to further extend their social skills, such as during snack time and the collection from school.
- Occasionally, staff have difficulty in getting children's attention when noise levels are high.

## 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 all opportunities for children to engage in conversation with adults to further extend their social interactions and communication skills
- find more effective ways of quickly gaining children's attention, when required.

### Inspection activities

- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the club manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of the written views of parents.
- The inspector observed the quality of interactions during activities and assessed the impact this had on children.
- The inspector and manager completed a joint observation of an activity and held related discussions.

**Inspector**  
Vicky Weir

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that the staff have a good knowledge of the possible signs that may indicate a child protection concern. They know what to do should they have any such concerns. The manager ensures the security of the premises to help keep children safe indoors. She escorts any visitors and she monitors the movements of any parents who are on the premises. The manager uses recruitment and supervision arrangements to ensure the ongoing suitability of staff. She observes staff's practice as she works alongside them, and she coaches them to improve their performance. The manager and staff have gained appropriate early years qualifications. This gives them a good understanding of child development and helps staff carry out the different procedures in place to support the early years children who attend. They help regularly observe these children and identify some next steps in their learning. The manager considers the views of children and parents alongside her self-reflections to help to make well-planned improvements. She has strengthened the collection arrangements from the local school to help ensure the safety of children.

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

On arrival, children settle into activities quickly and enjoy their play. Many of the children have developed special friendships and they have the freedom to play together. Staff provide activities that they know children will enjoy most. Children demonstrate very high levels of attention as they play with information communication technology resources. Staff help children to learn to play team games and board games. They encourage children to follow detailed instructions effectively. Staff help children sort and classify pictures of faces by common characteristics successfully, such as hair colour. Children enjoy taking part in craft activities. Staff enthusiastically encourage children to use various materials and media. Children show concentration and coordination to create their own pictures.

### Personal development, behaviour and welfare are good

Children really enjoy their time at this busy and lively setting. They demonstrate confidence, such as when approaching staff to help them. Staff encourage children to be independent. Children help themselves to snack and drinks. They hang up their own coats onto pegs. Staff are very focused on ensuring children have many opportunities to be active indoors and outside. Children use the open space in the room to play group games, for example games with soft balls and parachutes. Outside, children enjoy using the swings. Staff teach children to stay safe. They encourage children to be kind and respectful towards each other. Key persons help children settle well. They encourage children to use their home languages in play. Staff encourage children to learn about different cultural festivals and their community.

## Setting details

<b>Unique reference number</b>	EY544726
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10093555
<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>	50
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Hull, Tracey Lorraine
<b>Registered person unique reference number</b>	RP544725
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07764 310646

Picnics After School Club registered in 2017. It operates in the grounds of Moulton College in Northampton. The setting is open Monday to Friday from 7am until 8.50am and from 3pm until 6pm during term time. The setting employs three members of childcare staff, of whom two hold appropriate early years qualifications at level 2 and 3.

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