

# Meersbrook Park After School Club

The Pavillion, Meersbrook Park Road, Sheffield S8 9FP



## Inspection date

21 March 2019

Previous inspection date

17 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 is passionate about the club and sets high expectations for the children's welfare and happiness. She has led strong improvements since the last inspection. Staff share her ambition to improve and are keen to develop their effectiveness.
- Children are well behaved. Staff are positive role models and relationships are good. They know children and their families well. Staff have a good understanding of how to keep children safe and protected. Children develop strong bonds with adults and form positive friendships with their peers.
- Staff have a thorough understanding of the children's needs and interests. They provide a wide range of imaginative and challenging activities, such as team-building and problem-solving sessions, which engage children of all ages.
- Children are proud of the tasks they complete at the club and eagerly share what they have been doing with their parents and others. Staff encourage children to participate in planning and organising their own activities indoors and out.
- Parents are highly appreciative of the care and support staff provide to all groups of children, including those with special educational needs and/or disabilities (SEND). They know their children's key person well. They now receive useful information and guidance about their children's experiences during their time in the club.
- The manager does not yet make full use of all the staff's skills and experiences, particularly in leadership and management, to further support the strongest rates of the club's development.
- Occasionally, staff do not ensure that all children choosing to participate in an activity are as engaged as they could be.

## What the setting needs to do to improve further

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

- build on the good management procedures to make full use of the range of staff's skills and experiences, including leadership skills, to further strengthen the club's development
- help staff to consistently ensure all children showing an interest in an activity are fully engaged and supported.

### Inspection activities

- The inspector observed activities indoors and outdoors and evaluated the impact on children's experiences.
- The inspector talked to staff and children.
- The inspector talked to the manager and members of the committee. He looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and also took account of their views from written evidence.

#### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

The manager has continued the purposeful journey of improvement that began following her appointment prior to the last inspection. She gathers the views of children, staff and parents effectively, to evaluate the quality of the provision and plan future improvements. Procedures to improve staff's performance are now robust. The well-qualified staff make good use of carefully planned training opportunities to strengthen the provision. This has had a positive impact on the development of the curriculum, for example, and the support for children with SEND. The club is supported effectively by a well-informed management committee. The club works closely with the schools that children attend. This makes for a rich contribution to the continuity of children's experiences. Arrangements for safeguarding are effective. All staff attend regular child protection training to ensure their knowledge and understanding are up to date. Staff are deployed well to make sure children are safe and enjoy the full benefit of the parkland the club is based in.

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

Staff gather useful information from parents about children's interests and what they know and can do when they first join the club. They plan activities to help children build on and broaden their interests. For example, staff make good use of children's interest in the natural world, through wildlife investigation trails and birdwatching activities. Children have good opportunities to choose their own toys and create their own games and role play. Resources are interesting and attractive. Staff help children to experience many different creative and construction events. For example, children safely use woodcutting and joining materials to create full-size birdhouses. They have many opportunities to apply their threading and sewing skills in making soft toys and puppets. Staff help children to be independent and to organise their own activities.

### Personal development, behaviour and welfare are good

Relationships between staff and children are extremely positive. Children enjoy sharing their ideas with each other and play happily together. Staff take very good care of children, helping them to settle in quickly and feel confident and secure in their surroundings. Parents comment that their children really enjoy being at the club and do not want to go home. Children behave well and work with staff to develop and maintain the club's rules. Staff work well with parents and other professionals to help those children having difficulty managing their emotions to control their behaviour. Children enjoy a balanced and well-prepared healthy meal at snack times. They have a good understanding of the importance of washing their hands and other hygiene procedures. Staff help children to be tolerant towards those who hold different ideas and beliefs to their own. For example, they learn about different cultural experiences through theme activities such as American, Spanish and Islamic weeks.

## Setting details

<b>Unique reference number</b>	300821
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10089401
<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 - 12
<b>Total number of places</b>	42
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Meersbrook Park After School Club Committee
<b>Registered person unique reference number</b>	RP904761
<b>Date of previous inspection</b>	17 May 2018
<b>Telephone number</b>	07931993596

Meersbrook Park After School Club registered in 1995. The club employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, three at level 3 and one has qualified teacher status. The club opens Monday to Friday, term time only. Sessions are from 7.30am to 8.30am and from 3pm to 6pm. A holiday playscheme also runs during the first two weeks of the summer holidays.

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