

# High Down After School Club

High Down Junior School, Down Road, Bristol BS20 6DY



|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 9 May 2019   |
| Previous inspection date | 28 July 2014 |

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

- Staff are very positive and friendly role models. Relationships, between the children of different ages and the schools who attend the club, are strong. Staff encourage children successfully to listen, to be polite and to play collaboratively. They accommodate and meet children's health and care needs well.
- Partnerships with parents are effective. Staff take time to talk to parents at the end of the session and share important messages from the class teacher. Parents are happy with the service offered by the club. They express how staff are wonderful and how their children enjoy the play activities offered to them.
- The manager has built good links with the local schools, parents and outside professionals. She acts on advice to promote outcomes for children highly successfully.
- Children eagerly take part in creative activities. They draw pictures with care and detail. They also express their imagination as they create models using various materials. They take considerable pride in their achievements and enjoy sharing these with visitors, staff and their friends.
- The monitoring of staff's practice is not strong enough to support individual staff members to raise the quality of their practice to an even higher level. For example, to help them consistently interact with children and encourage their play more effectively.
- Staff do not provide a wide range of play resources in the outdoor play environment to stimulate children's development more effectively.

## What the setting needs to do to improve further

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

- refine systems used for monitoring staff's practice to help individual staff members to raise the quality of practice to a higher level
- develop the range of resources available in the outdoor areas to provide more stimulating play opportunities for those children who prefer to play outside.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the after-school club.
- The inspector had discussions with children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Tracey Cook

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. Staff have completed specialist training to make sure they understand how to identify any children who may be at risk of harm from extreme views. Management follow thorough recruitment procedures to check staff suitability to work with children. Staff follow established routines when collecting children from school, which helps keep children safe. Staff are deployed effectively, which meets children's needs and promotes their safety. The manager evaluates the provision to ensure it meets the needs of the families it serves. She gathers the views of parents and children, and she ensures these suggestions are included in the plans for development and improvement at the club.

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

Staff provide children with opportunities to have fun after their busy day at school. Children continue to develop the skills required to support their learning at school. Staff plan a wide range of activities and encourage children to use their imaginations to develop their own ideas. For instance, children practise listening to others as they join in conversations and negotiate what games to play, and when. They use construction toys competently. For example, they create imaginative models from colourful bricks. Children confidently make up their own games outside, such as 'tag', and have fun with their friends. They are relaxed and say they really enjoy their time at the club. Younger children complete puzzles and number games to support their problem-solving and thinking skills.

### Personal development, behaviour and welfare are good

Staff provide a safe and secure environment for children. Staff work together efficiently to supervise children closely and keep them safe. Children are self-assured and they confidently share their thoughts and experiences with others. They are familiar with the club rules and expectations and they respond positively to staff's guidance. Children learn about how to keep themselves healthy. For example, they know the routines and have daily opportunities to play outside and extend physical skills, such as running and ball control. Children learn to respect each other, and older and younger children play well together. Staff sensitively support children to recognise similarities and differences and provide an inclusive environment where children show they feel valued and safe.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY474942  |
| <b>Local authority</b>                           | North Somerset  |
| <b>Inspection number</b>                         | 10083241  |
| <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 - 8   |
| <b>Total number of places</b>                    | 80  |
| <b>Number of children on roll</b>                | 289   |
| <b>Name of registered person</b>                 | High Down School Governing Body   |
| <b>Registered person unique reference number</b> | RP910208  |
| <b>Date of previous inspection</b>               | 28 July 2014  |
| <b>Telephone number</b>                          | 01275817870   |

High Down After School Club was first registered in 1992 and re-registered in 2014 under the management of the governing body of High Down School. The club operates from the premises of High Down Junior School, in Portishead, Bristol. There are 14 staff employed. Of these, one holds an early years qualification at level 5, seven hold level 3 and two hold level 2. The club is open from 7.30am until 8.40am and 3pm until 6pm, during term times, for children attending the High Down Infants and Junior Schools. The club operates from 8am until 6pm during school holidays, when children from the local community may also attend. Children aged from four years to 11 years may attend.

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