

Crash After School Club

Clifford Road Primary School, Clifford Road (North East), Ipswich, Suffolk
IP4 1PJ



Inspection date	7 May 2019
Previous inspection date	18 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The committee and manager use self-evaluation to focus strongly on the needs and experiences of children attending the club. They seek parent and child feedback through regular surveys. The manager uses this information to identify ways they can improve the service further. For example, they make changes to the menu and give children influence over the resources and equipment purchased.
- Children demonstrate that they feel safe and happy in this welcoming setting. They develop warm bonds with staff and friendships with other children of different ages. For example, older children readily invite younger ones to join in with their games.
- Staff provide high-quality resources to help encourage and support children's interest in writing and drawing. For instance, they stock a table with different envelopes, stamps, ink blocks, pens, postcards and post-office equipment. Staff sensitively help children as they practise skills, such as writing. They prompt children to think about the sounds of letters and work out how to spell different words. Staff ask children relevant questions about their drawings or stories they write. They ask questions that challenge children's thinking and encourage them to think about sequences in their stories.
- Children select pieces of their art work that they are particularly proud of to display on the club's 'Busy Board'. This helps to promote a sense of belonging, builds children's self-confidence and shows that their work is valued.
- Parents report how much their children enjoy the variety of activities and equipment on offer. They praise how positively their children talk about their experiences at the club, particularly the friendships they establish between children of different ages. Parents appreciate the healthy breakfasts and snacks provided.
- Staff do not routinely share information about children's interests and development with others who provide care and learning for children, in order to help them to complement and extend children's experiences at the club.

What the setting needs to do to improve further

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

- promote a two-way flow of communication with others who provide care and learning for children, to help complement and extend their experiences.

Inspection activities

- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's experiences.
- The inspector held a number of discussions with the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a strong knowledge of child protection procedures and are aware of the potential signs and symptoms of abuse. They attend training, such as first aid and safeguarding, as a team. This helps to promote a consistent approach and shared understanding. The manager follows thorough recruitment procedures to ensure that all staff are suitable for their role and that suitability checks are in place for all committee members. The experienced staff are knowledgeable and passionate about the club. As well as accessing training, they seek out new ideas for activities and games regularly. For example, they organise themed activity weeks and research particular cartoon characters to understand children's interests. Staff share information with parents, including activities the children have taken part in and what foods they have eaten. Several club staff also work at the host school. This means that children benefit from the support of familiar adults.

Quality of teaching, learning and assessment is good

Children's enjoyment and engagement are at the heart of all the club does. Staff provide an interesting range of activities indoors and outdoors for children to choose from. They make good use of young children's play to promote their communication skills, imagination and understanding of the world. Children are busy and engaged throughout their time at the club. They benefit from the space and time to play uninterrupted for extended periods. Children know where to find additional resources, such as sticky tape, to extend their play. Staff encourage younger children to recognise and name different colours during activities. They teach children mnemonics to help them remember the rainbow order of colours. Children play imaginatively. They build large structures from building bricks and make up stories for their brick characters. Children develop a good rapport with staff. They confidently seek them out for a chat and invite them to join in with their play. Staff ask older children questions about the books they are reading. They show a genuine interest and ask them for their predictions about the rest of the story.

Personal development, behaviour and welfare are good

Children are excited to come to the club and eagerly ask staff if it is a club day as they collect their coats at the end of the school day. Staff are good role models. They are friendly, caring and responsive to children's needs. Children enjoy highly sociable snack times. They share news, jokes and lively conversation. Children form warm relationships with staff and each other. Staff promote children's social skills and confidence well. They encourage conversations at snack time and praise children for trying new foods. They prompt young children to have a go at independently spreading butter on to toast, pouring their own drinks and serving themselves vegetables. Children are supported well to develop skills for life, such as understanding what balanced and healthy food choices are. Children delight in plenty of opportunities to be energetic and physically active outdoors, where they enjoy the fresh air and exercise. They bounce and throw basketballs, kick footballs and challenge their muscles on the climbing frame apparatus.

Setting details

Unique reference number	251457
Local authority	Suffolk
Inspection number	10072654
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	22
Number of children on roll	104
Name of registered person	Crash After School Club Committee
Registered person unique reference number	RP523312
Date of previous inspection	18 April 2016
Telephone number	01473 213356

Crash After School Club registered in 1995. The setting employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday for 49 weeks of the year. Sessions are from 7.15am until 8.35am and 3.20pm until 6pm during term time, and from 8am until 6pm during school holidays.

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