

Ticklemetoo Breakfast, Afterschool & Holiday club (bah)



St. Margarets C of E Primary School, Arundel Road, Angmering,
LITTLEHAMPTON, West Sussex BN16 4LP

Inspection date	12 June 2019
Previous inspection date	10 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- There is a strong leadership team in place and together, they accurately evaluate the effectiveness of the club. They continually make positive changes to help meet the needs of all children and to improve their daily experiences.
- Children arrive at the club very happily and enthusiastically greet staff and their friends. They say that they love spending time at the club and look forward to attending. They excitedly talk about their favourite things to do while at the club, such as 'playing football' and 'making dens'.
- Partnerships with parents are positive. Staff feed back daily about children's activities, welfare and experiences. Parents provide good information when children start at the club, helping staff to get to know children well from the beginning.
- Staff actively encourage children to help plan the activities, which helps to meet their interests and to develop their sense of belonging. They provide a well-resourced and stimulating environment where children can play, relax and socialise.
- Children behave very well and staff are consistent in their approach to managing their behaviour. Children develop strong friendships and social skills. Older children are happy to support the younger ones, helping to support their emotional well-being.
- Staff do not make the most of opportunities to share information with the school that children also attend to help provide a more consistent care and learning environment for children.
- Staff miss some opportunities to fully encourage children's own understanding of the importance of some safety rules, such as how eating while playing can be dangerous.

What the setting needs to do to improve further

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

- develop more effective systems for sharing information with the schools children also attend to help provide more consistency in their care and learning experiences
- offer more consistent support for children to fully understand the importance of safety rules, such as how eating while playing can be dangerous.

Inspection activities

- The inspector visited all areas of the premises used by the club.
- The inspector held discussions about children's experiences and how they engage in their play.
- The inspector spoke to parents and children, taking account of their views.
- The inspector spoke with staff about their understanding of safeguarding.
- The inspector sampled documentation, including policies, children's records and staff suitability.

Inspector
Ben Parsons

Inspection findings

Effectiveness of leadership and management is good

Leaders have regular meetings with staff, where they discuss good practice and the needs of the children. They support staff well to continue their professional development and improve their skills. Staff are encouraged to further their childcare qualifications and have regular appraisals which help to maintain their good practice. Staff have recently focused on their understanding of how to empathise with children's emotions and support their positive behaviour management. They have also looked at children's different play styles and how to support them through positive interactions. The managers and staff make regular improvements to the club. For example, they have developed the way they plan for children and are now more reactive to children's interests and flexible to their ideas. Safeguarding is effective. The manager and staff have a good understanding of how to deal with any child protection concerns. They have up-to-date knowledge of current legislation and implement thorough procedures to help protect children.

Quality of teaching, learning and assessment is good

Staff know the children well and plan enjoyable activities that motivate them. For example, children enjoy making and exploring dens, decorating bead boards and playing electronic games together. Staff engage well with children as they play and encourage plenty of conversation about the children's day, recent experiences and interests. Children excitedly talk about their hobbies and staff ask them what they want to do when they are older, encouraging their imaginations well. Staff follow children's lead well and children actively include them in their experiences. For instance, children spend a long period of time carefully wrapping paper around a staff member's finger, talking about how it concertinas together. Staff make good use of these interactions to praise children's efforts and help build a strong sense of self-esteem and confidence in their abilities.

Personal development, behaviour and welfare are good

Staff are very welcoming and caring and get to know children well. Children form strong bonds with staff and confidently ask for help if needed. Children develop positive social skills and enjoy sharing their play together. They make good friendships and show consideration for others. For example, children of all ages happily play football together or explore dens and material. They independently share their resources and know to pass on the controller once they have had their turn on the computer console. Staff are strong role models and gently remind children of their high expectations. Children show respect and consideration for others and newer children settle very quickly due to this positive and nurturing atmosphere. Children enjoy continuous opportunities for outdoor play and benefit from a good range of physical-play opportunities. For example, they access the school playground when they wish and take part in games, such as football, basketball and group running games. Children are confident, secure and well-rounded individuals.

Setting details

Unique reference number	EY444008
Local authority	West Sussex
Inspection number	10108809
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 - 8
Total number of places	35
Number of children on roll	72
Name of registered person	Duggan, Zoe Odell Elizabeth
Registered person unique reference number	RP910582
Date of previous inspection	10 February 2014
Telephone number	07979324444

Ticklemetoo BAH Club re-registered in 2012 when it changed premises. It is part of Ticklemetoo Childcare Services and operates from St Margarets C of E Primary School, Angmering, in West Sussex. The setting opens five days per week from 7am until 9am and from 3pm until 6pm, during school term times. The holiday club opens from 7am until 6pm in the school holidays. The club employs six staff, two of whom hold suitable qualifications at level 6 and level 3.

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