

# The Red Heron Club

Wyke Cp School, Deane Avenue, Gillingham, Dorset SP8 4SH



<b>Inspection date</b>	24 July 2019
Previous inspection date	30 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager supports the staff team well to ensure they have the skills and knowledge to meet the children's needs successfully. Effective support systems enable staff to complete training that enhances their practice. This has led staff to confidently teach the children the correct phonic sounds to letters and words.
- There are effective partnerships with parents. Staff are very clear about the children's individual needs, especially those with special educational needs and/or disabilities. Their secure knowledge of each child means they provide targeted support and activities that engage the children well.
- Children are very happy and engrossed in their play. Staff include them in the planning of activities during the holidays so that children develop, extend and build new interests and ideas.
- Staff are very warm, welcoming and approachable. They engage in the children's play very well, helping children to develop confidence in their abilities and try new things, such as tennis and skittles.
- On the day of inspection, staff tried a new way to offer children their snack. However, this did not work well as it had not been planned as well as it could, meaning most children had to wait for long periods before they could serve themselves and sit to eat. Some children became bored and unengaged.

## What the setting needs to do to improve further

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

- improve the organisation of snack time so that children do not have to wait long periods to prepare and eat their food.

### Inspection activities

- The inspector observed the staff and children in their play indoors and outside.
- The inspector spoke to the manager, parents, staff and children during the inspection.
- The inspector sampled records and documents, and spoke to the manager about the quality of an activity provided for children.

#### Inspector

Janet Armstrong

## Inspection findings

### Effectiveness of leadership and management is good

The manager leads a happy and confident team of staff, who are clear about their roles and responsibilities. Staff engage with the children enthusiastically, ensuring children have fun and enjoy themselves. The manager knows her setting well. She involves staff, parents and children effectively to identify what works well and areas they can change. Successful self-evaluation means the manager is clear about the impact of any changes and plans for the future. Her further involvement of parents in this process has led to changes following their ideas to increase the range of food at 'high tea' after school, and to provide a whiteboard of activities children have enjoyed each day during the holiday period. Parents say they like knowing what the children play with and that their children are fed well following a busy school day. Safeguarding is effective. The manager and staff are clear about safeguarding matters and their responsibility to act on any concerns. They work closely with parents and the relevant agencies to ensure children receive the input they need to thrive and be safe from harm. Staff provide a safe environment and supervise children well to keep them safe.

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

Staff provide an engaging range of activities that cover a broad range of interests and ages to accommodate the differing needs of those children attending. Staff are attentive to the children's needs and extend their play and enjoyment well. Children learn good skills that support their continued learning. For example, staff play tennis with the children, encouraging their hand-eye coordination and control of their large movements. Staff support the children very well in their mathematical learning. Children are curious about the lock and game activity, where they have to solve a simple sum to find the corresponding key to open the lock. Staff skilfully support the children to add three and three, for example, to identify they need key number six. Children show a great sense of pride in their achievements.

### Personal development, behaviour and welfare are good

Staff are very positive role models in their interactions with each other, parents, visitors and the children. Their kindness and sensitivity help to ensure all children are emotionally secure and confident to have a go. Children have developed the rules and expectations for the club, and the consequences they think are appropriate, should they not follow them. Children are well behaved and sociable. They play with others, sharing, taking turns and joining in play. For example, they seek others out to learn how to play skittles. They count how many they knock down and cheer their success. Children are kind, thoughtful and friendly. Children gain good skills to be independent and do things themselves during daily routines, to meet their personal care needs and help staff to get out and put toys away.

## Setting details

<b>Unique reference number</b>	EY484978
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10062684
<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>	3 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Topsie Rabbit Kindergarten Ltd
<b>Registered person unique reference number</b>	RP533092
<b>Date of previous inspection</b>	30 June 2016
<b>Telephone number</b>	01747 821565

The Red Heron Club registered in 2014. It is privately owned and operates from Gillingham in Dorset. It is open Monday to Friday, before and after school, from 8am to 9am and 3.15pm to 6pm during term time, and from 9am to 4pm during the first two weeks of the school summer holidays. There are seven members of staff including the owner/manager. All hold relevant early years qualifications at level 2 to 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

