

# Inspection of After Three Club

Abbeymead Primary School, Mead Road, Abbeymead, GLOUCESTER GL4 5YS

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Inspection date: 4 October 2019

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children enjoy a wide range of activities and they are happy and keen to attend. Staff involve children when planning and ensure that activities meet their different interests. Children form strong friendships and enjoy one another's company as they take part in activities such as games, crafts and sports. This helps children to build on their social, physical and creative skills. Staff engage with children enthusiastically during meaningful conversations, listening to children's views and opinions. Children are confident communicators. They feel safe and secure, and new children settle well with the support of staff.

Children behave well. Staff set very clear expectations, which they uphold consistently. Children know the setting's rules well, for example using a timer to take turns with popular activities and to ensure a limited screen time. Children are kind and respectful to one another and use toys and resources with care. They play cooperatively with children of different ages, enjoying games such as table football, snooker and making food out of play dough. Children play energetically outdoors and benefit from plenty of fresh air and physical exercise.

### **What does the early years setting do well and what does it need to do better?**

- The provider and staff create a calm and relaxed environment. They create particular areas for different activities so that children are able to play without disruption from others. Children focus well on their chosen activity and complete it before moving on to others. Children respond well to familiar routines and develop good independence. For instance, they know how to sign themselves in and out when going outside. When using toys from the cupboard, they take the responsibility to make sure they are put away again.
- Staff promote healthy lifestyles effectively. Children demonstrate a good understanding of healthy meal choices as they describe the rules for selecting their snacks. They enjoy playing outdoors and have a good range of equipment and resources to choose from that challenge their physical skills effectively. Staff support children's understanding of online safety through age-appropriate discussions, reinforcing the learning gained at school.
- Partnerships with parents are strong. Staff exchange information with parents daily, so that they are fully aware of their children's time at the setting and to provide continuity of care. Parents state that they are very happy with the care that their children receive, and their children are keen to attend.
- The provider works in an effective partnership with the host school. They share training from time to time to ensure consistency of practice. The provider gathers a good level of information from the school about the children in their care. This is particularly valuable to ensure that children with additional needs

receive the support they need to make good progress. Parents comment on the good information-sharing between the school and the setting.

- Children have good bonds with staff and are eager to discuss their school and home life with them. Staff are caring and attentive, and provide emotional support when needed. New children receive good support from the provider, who visits them at the school before they start. However, the use of the key-person system could be strengthened so that children and parents have a named person to go to for support when the provider is not present.
- The provider continually reflects on the provision and staff's practice to identify further areas of improvement. She observes staff regularly to help strengthen their practice. She uses training opportunities effectively to enhance her own and staff's skills and knowledge. For instance, they have booked onto a training course to help support children's emotional needs even more effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider ensures staff have a clear understanding of safeguarding issues and how to respond to concerns about a child's welfare. Staff know how to identify and minimise risks in the environment. They deploy themselves well and are vigilant when supervising children. They set clear rules and boundaries that help children to keep themselves and others safe. Appropriate policies and procedures are in place to ensure a strong safeguarding culture, including with regard to the use of mobile phones and cameras at the setting.

## Setting details

<b>Unique reference number</b>	101447
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10063076
<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 to 10
<b>Total number of places</b>	70
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Lowe, Louisa Gail
<b>Registered person unique reference number</b>	RP902995
<b>Telephone number</b>	01452 371710 or 07778028576
<b>Date of previous inspection</b>	13 July 2016

## Information about this early years setting

The After Three Club registered in 1992. It operates in Abbeymead Primary School in Gloucester. The club opens each weekday between 3pm and 6pm during school term times. There are seven staff working with the children. Of these, six hold relevant qualifications at levels 2 and 3. The provider, who is also the manager, holds a level 3 qualification.

## Information about this inspection

### Inspector

Hiroka Dathan

### Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector held discussions with the provider and staff, and spoke to the children.
- The inspector spoke to parents and considered their views.
- The provider and the inspector evaluated the effectiveness of an activity together.
- The inspector sampled a range of documents, including evidence of staff's suitability checks.

We carried out this inspection 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.

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