

Inspection of Poulner Freetime Club

Poulner Junior School, North Poulner Road, Ringwood, Hampshire BH24 3LA

Inspection date:

7 January 2020

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the after-school provision at different times. This encourages the younger children to settle into their chosen activities before the older children arrive. This helps provide a smooth transition for children into the after-school club. Younger children demonstrate they feel happy as they are quick to find their chosen play. For instance, they role play in the play kitchen and show kindness when other children want to join their play.

Younger children are given a key person when joining the after-school provision. This practitioner works closely with the children, their parents and the school to help them settle. For instance, parents complete an 'All about me' form with their child, which they give to the key person. This helps the key person know what activities to have available for individual children's interests. This results in children feeling safe, secure and settled.

Practitioners have high expectations of children. Children show confidence in accessing all the resources available to them. They are keen to play together and participate in activities. Some children make construction models, some get creative at the art table, and others enjoy a peaceful story in the book area. The after-school room is set up well. It caters for all children's interests and needs after their school day.

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

- The committee supports the manager well to lead the provision. The manager shows a good understanding of her team's strengths and uses these well to enhance the provision. Leaders show dedication in reviewing and improving their provision for all children. Recently, the whole staff team completed an equality audit together to ensure that the environment can meet the needs of all children and that all children are represented positively. Practitioners found this useful and acted on gaps in their resources to ensure children with disabilities are represented.
- Practitioners have formed close links with the connected school to help develop their provision. Through this partnership working they have been able to find out about the learning experiences that children are having at school and continue with some of these topics. For example, children were learning about space. Practitioners provided the children with a range of art materials and some images of different planets, so they had the opportunity to express what they had learned.
- Children demonstrate a good understanding of how they can stay healthy. Through discussions with the children, they explained that they always have a

choice of six fruits and vegetables for their snack, along with some toast with their chosen topping. They know that this is healthy for them and keeps them going until they have tea at home. Children show a good level of independence as they select their snacks and pour their drinks. Practitioners could encourage older children to have more responsibility to keep them consistently engaged.

- Children behave well. There is an equal respect between the children and practitioners, which helps provide a pleasant environment for all. Practitioners work effectively with children to manage their conflicts. They support children to resolve these between themselves, and offer support when needed.
- Children have direct access to an enclosed outdoor space. When they arrive at the after-school provision, some choose to leave their coats on and go straight outside. Children demonstrate how they like to be physically active as they use scooters and bicycles to move around. Although there are a range of resources available to the children, some of these are not suitably challenging for the older children who choose to play outside.
- Leaders work effectively to gain feedback from parents. They have recently enhanced this further by sending out a 'settling-in' questionnaire, which parents complete with their child shortly after starting. This has had a positive impact on the provision. For example, leaders have reflected on the snacks available. Parents comment that their children enjoy coming to the after-school provision and that they take part in a range of activities and like playing outside. Parents feel reassured by the robust password system used for collecting children. This helps them know their children are safe.

Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy manager take lead roles in ensuring that children attending the after-school provision are safeguarded effectively. They show a good understanding of how to keep children safe. If they have concerns about a child, they know the process for referring to outside agencies. Practitioners are confident in their knowledge of the signs and symptoms that may raise concerns about a child's welfare, and equally know the process for reporting. All staff have relevant safeguarding training which supports their knowledge well.

Setting details

Unique reference number	110557
Local authority	Hampshire
Inspection number	10060456
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 to 8
Total number of places	30
Number of children on roll	66
Name of registered person	Poulner Freetime Club Committee
Registered person unique reference number	RP903146
Telephone number	07543 977554
Date of previous inspection	30 March 2015

Information about this early years setting

Poulner Freetime Club registered in 2000 and operates from a community building at Poulner Junior School in Ringwood. The after-school provision is open from 3.15pm to 6pm during term time and from 8.30am to 6pm during school holidays. Four staff work with the children. Three members of staff have childcare and/or playwork qualifications to level 3, and one member of staff is unqualified.

Information about this inspection

Inspector
Hayley Doncom

Inspection activities

- The inspector and the manager carried out a learning walk to find out how the provision is organised.
- The inspector observed and recorded the interactions between practitioners and children and between the children themselves.
- Discussions were held with children, practitioners and parents at appropriate times throughout the inspection.
- A sample of documentation was viewed, including practitioners' suitability checks and children's health documents.
- A leadership meeting was held with the manager and nominated individual of the committee.

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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