

# Inspection of Overstone Twilights

Overstone Primary School, Sywell Road, Overstone, Northampton NN6 0AG

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Inspection date:

9 January 2020

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### This provision meets requirements

Staff welcome children warmly as they arrive at the club. The younger children arrive first and settle quickly to their play. Children demonstrate that they feel safe at the club. They carefully follow instructions that help to keep them safe. During running games, staff remind children to stop before they get to the wall, in case they trip and crash into it. Children show they are happy and well engaged in their play. They laugh and share jokes, for example when they pretend to cheat at board games.

The setting is characterised by the exceptional conduct of the children. Staff have high expectations for their behaviour. Parents comment on the 'family feel' of this setting. Older children are seen to enthusiastically welcome younger children into their play. They ruffle younger children's hair affectionately and cheer them on during team games. Older children remind each other that younger children must have a turn with popular toys.

Children eagerly choose pastimes for themselves. They play energetically outside and in the hall. Children take part in daily planned adult-led activities, including crafts and baking. Staff ensure the activities and toys reflect children's interests at home.

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

- Staff plan activities that help children to practise some skills they have gained in school. For example, children who are playing board games count backwards and forwards and they add one more. Certain activities are planned to support children's abilities to play and work within large groups. However, staff miss opportunities to help foster children's love of stories and reading. On some days they do not put out a range of books for children to choose from.
- There are activities on offer to keep children active. For example, children take part in running and stretching games. Staff talk to children about the importance of being fit. They provide a nutritious meal and remind children about healthy foods. This all contributes to children learning about healthy lifestyles.
- Staff help children to develop strong relationships that support their confidence. These relationships reflect the high levels of respect between staff and children. Staff enthusiastically praise children for their efforts. They encourage children to tell them about what they have achieved in school. Children proudly recall their role in a 'show and tell' activity.
- The manager and key persons work in close partnership with the host school. They share a consistent approach to managing children's behaviour. Staff pass on information from the school to parents effectively. For example, they keep

parents informed of any accidents children have had at school. Staff use the existing medication records completed by the school, to help prevent giving children an overdose of medication.

- Relationships between the staff and parents are a real strength. Parents' views and ideas are sought on how to make the club even better. Parents are complimentary about the difference the club has made to their children. They comment on how well their children have settled in and how their social skills have blossomed.
- The manager and the deputy manager support the well-being and professional development of their staff effectively. They observe the staff interacting with children and suggest how they can improve upon their skills. Staff benefit from individual support, for example helping them to understand the needs of younger children. This has helped staff to plan activities that are matched to children's capabilities. This all contributes to the managers' accurate oversight of the quality of the club. Staff talk positively about the support they receive from their managers.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager understands how to keep children safe. Staff know the procedures to follow in the event of a child protection concern. They also know how to use the whistle-blowing procedures to alert appropriate professionals outside of the club. The manager risk assesses the environment and activities effectively to help keep children safe. He ensures children are supervised well at all times. For example, when members of the public attend a school event during club hours, he increases supervision levels for children. This helps to ensure children are never alone with strangers.

## Setting details

<b>Unique reference number</b>	EY550862
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10133793
<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 12
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	T.J. Daycare Limited
<b>Registered person unique reference number</b>	RP522130
<b>Telephone number</b>	01604 845979
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Overstone Twilights registered in 2017. The club operates from 3.15pm to 6pm, Monday to Friday, during term time only. It employs five members of staff. The manager is a qualified teacher and the deputy holds an appropriate level 4 qualification.

## Information about this inspection

### Inspector

Vicky Weir

### Inspection activities

- The inspector completed a tour of the club and held discussions with the managers about how the activities on offer complement children's learning.
- The inspector spoke to parents and children to gather their views of the club.
- The inspector looked at documentation to check evidence of the suitability of those working with children.
- Observations were made of the interactions between staff and children throughout the inspection.
- Discussions were held with staff to check their knowledge and understanding of safeguarding.

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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