

Inspection of Pop Up Care Clubs Thorpe Astley

Thorpe Astley Community Centre, Lakin Drive, Leicester LE3 3RU

Inspection date: 13 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure as they happily and quickly settle at this nurturing setting. They are greeted personally by friendly staff who know them and their parents well. Children develop strong bonds with key staff. They confidently explore and investigate the wide range of resources that help to stimulate their interest and promote the development of their skills. Children with special educational needs and/or disabilities and those children in receipt of funding are well supported. The manager and staff have a unique passion for ensuring all children are included. They understand every child's individual needs and have high expectations about what they can achieve.

Children's emotional well-being is promoted well. Staff engage in many positive interactions with children, who receive constant praise and encouragement. Children show care and respect for one another and learn to share and take turns. For example, older children invite their friends to join them in dark tents as they stack light cubes.

Children's behaviour is good. They learn to follow the rules and boundaries in the setting as staff patiently explain why these are important. For example, staff remind children that they might fall if they run inside. Younger children show their understanding of the consequences of their actions and talk to staff about not hurting themselves.

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

- Staff offer a well-planned curriculum to help children make good progress from their starting points in preparation for school. They set up an environment with a strong focus on providing a wide range of art and craft activities. Plenty of different media and materials are available for children to explore and develop their imagination.
- Staff give high priority to developing children's literacy and communication skills. They encourage older children to begin to match sounds to letters and recognise and write their own name. Younger children are keen to use animal puppets as they sing songs with their friends. Children who speak English as an additional language are well supported by staff who speak the same language.
- Staff skilfully question the children to help them develop their own ideas and enhance learning experiences. For example, they ask children to describe their artwork and extend their vocabulary as they use play dough to make pizzas and name different toppings. However, staff do not consistently offer opportunities for children to explore mathematical concepts such as counting, measurement and recognising shape and size, to help extend their learning even further.
- The manager and staff have developed the curriculum they offer children to

extend their learning beyond those experiences they may have already encountered. For example, staff encourage children to share special days they celebrate at home with their friends. Children remember learning about Chinese New Year and talk about the dragon they made.

- Staff develop good bonds with children and offer them lots of praise and encouragement. This helps children to feel confident and self-assured. In turn, children are polite and demonstrate respect for themselves and for each other. This contributes to their good behaviour and attitudes.
- Staff encourage children to develop independence in their self-care skills. Children pull on their own wellington boots before going outside to play and wash their hands before eating their lunch.
- Children enjoy being outside. They develop their physical skills as they climb and balance on a beam. Children learn about nature as they talk to staff about the wind blowing in the trees. They make marks with chalk developing their small-muscle skills. Staff play alongside children as they enjoy blowing bubbles and watching them float up into the sky.
- Staff share information with parents at the start and end of each day, which helps to support continuity in children's care and learning. Parents comment that they are really happy with the care their children receive. Staff share information with parents about children's achievements. However, they have not considered how to support parents to carry on their children's learning at home.
- The owner and manager support staff effectively. They provide regular supervision meetings to help improve staff's performance and identify training to support their practice. The manager has a strong drive to continuously improve the provision. She has a secure knowledge of the staff's strengths and areas that need improving to sustain the good practice in the setting. Staff report that they access a good range of training opportunities. They are encouraged to use their new knowledge to develop their skills. Staff are encouraged to incorporate their ideas into the environment, to support children's learning to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding issues and have a good understanding of the possible signs of abuse and the procedures to follow if they have a concern. The owner and manager have robust recruitment and induction procedures in place to ensure staff are suitable to care for children and understand their roles and responsibilities. Effective risk assessments are carried out to ensure children are safe both indoors and outdoors. Staff help children learn about how to keep safe. For example, children learn how to use knives safely, and about the importance of washing their hands before eating.

What does the setting need to do to improve?

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

- increase opportunities for children to explore early mathematical concepts during play and activities, to help raise aspects of children's mathematical achievement even further
- strengthen the already good partnership with parents and further encourage parents' involvement with their children's learning at home.

Setting details

Unique reference number	EY550088
Local authority	Leicestershire
Inspection number	10133696
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	25
Number of children on roll	36
Name of registered person	Pop Up Care Clubs Ltd
Registered person unique reference number	RP538729
Telephone number	07506 732670
Date of previous inspection	Not applicable

Information about this early years setting

Pop Up Care Clubs Thorpe Astley registered in 2017 and is situated in Leicester. The club employs six members of childcare staff. Of these, three hold an appropriate early years qualifications at level 3 and one holds level 2. The club opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The club provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The manager took the inspector on a learning walk around the setting to share what the staff provide and how this assists children in their learning and development.
- The quality of education during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with management, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff.

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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