

# Inspection of Curry Rivel Out Of School Care

The Old School Room, Church Street, Curry Rivel, LANGPORT, Somerset TA10 0HQ

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Inspection date: 4 March 2020

**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 are relaxed and happy at the club and quickly engage in their chosen activity. For example, young children eagerly explored the cornflour, adding water and experimenting with the different textures. They squeezed it into a ball and dripped it between their fingers. Staff provide good support to help children think about cause and effect, such as asking them to explain how they made that happen. Children enjoy being active. For example, they used the school grounds to practise their ball skills, persevering to achieve and demonstrating good hand-to-eye coordination. Young children happily take part in games with older children, taking their turn and following any rules. Older children are kind and helpful with the younger ones. Children understand the staff's expectations and they behave well. For example, they line up when it is time to leave school and listen and concentrate when managing their road safety. Children form positive relationships. Snack time is very social. Children choose when to have a snack and sit and chat to each other and the staff. There are good opportunities for children to relax, enjoy books or complete their homework. Children comment that they have lots of friends at the club and enjoy coming.

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

- The manager and staff plan the environment well and provide activities that support children's interests and enjoyment, building effectively on the skills they learn at school. Staff involve children in the planning and now have effective ways for children to make further choices about what resources they need. For example, they have a book showing all stored equipment for children to choose from.
- Staff support children effectively in being independent and completing tasks for themselves. For example, children wash their hands before eating. They get a plate and help themselves to snack, making toast, buttering bread and pouring drinks. They clear their plates, sorting items into the relevant bowl and putting any scraps into the compost bin.
- There are strong partnerships with the school and parents. They exchange daily information and parents confirm that they are kept well informed. As a result, staff get to know the children well, enabling them to support children's emotional development successfully. Staff ensure all children are engaged and develop a sense of belonging. They help children to feel secure in having a go at new skills and feel good about their achievements. For example, staff sensitively supported young children in playing basketball with older children. Even though they missed the hoop, staff helped them to persevere and feel good about their contribution.
- The manager is a good role model, so that staff continually develop their skills.

They confirm that, through the manager's regular observation of their practice, and one-to-one and team meetings, she supports their well-being and identifies appropriate staff development. For example, she has mentored staff in ensuring consistency in children receiving positive reinforcement and support in conflict resolution. As a result, children manage their behaviour and feelings really well.

- Staff skilfully help children to value each other and have positive relationships. For example, when building dens, children vote where to build, and negotiate how to go about it. As a result, they learn about democracy, taking turns and that sometimes they may have to wait for what they want.
- Staff help children to gain a positive awareness of their own community and the wider world. The manager provides an inclusive setting and helps children to appreciate their uniqueness and similarity with others. For example, they have recently been learning about Chinese culture.
- Children talk very positively about the club. They enjoy meeting up with their friends and taking part in the wide variety of activities. Parents comment that their children enjoy the club so much they would like to attend more days than they do.
- The manager reflects carefully on the quality of the care she provides. She seeks parents' and children's opinions and acts on them to ensure she meets their needs. For example, they have recently reviewed their snacks to ensure healthy eating, and revised the cancellation policy. Through self-evaluation, the manager is looking to increase children's involvement in helping in the community and being more involved in assessing risks for themselves.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has a good understanding of her responsibilities to safeguard children. Senior staff have safer recruitment training and follow good procedures to help ensure the suitability of staff. All staff receive child protection training, so they have a secure knowledge of what to be aware of should a child be at risk of harm and the procedures to follow to protect them. Staff are deployed effectively so that children can use all areas of the school's outdoor provision, which is completely enclosed and secure, under supervision. Staff carry out good risk assessments and ensure the premises are safe.

## Setting details

<b>Unique reference number</b>	EY483675
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10076355
<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 at time of inspection</b>	5 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Powell, Deborah Anne
<b>Registered person unique reference number</b>	RP514547
<b>Telephone number</b>	07480305447
<b>Date of previous inspection</b>	5 April 2016

## Information about this early years setting

Curry Rivel Out Of School Care, known as Apple Trees Club, is a privately owned setting that registered in 2014. It operates from The Old School Room in the grounds of St Andrew's Church in Curry Rivel, Somerset. The club is open each weekday from 7.45am to 8.50am and from 3.15pm to 6pm during term time only. The manager and deputy hold an early years qualification at level 3. They are supported by three members of staff.

## Information about this inspection

### Inspector

Elaine Douglas

## Inspection activities

- The inspector completed a tour of the premises and discussed with the manager how the activities provided support children's learning at school.
- The manager was offered a joint observation and had a meeting with the inspector to discuss leadership.
- The inspector sampled documentation, such as staff suitability records, and had discussions with staff to assess their knowledge of safeguarding children.
- The inspector spoke with parents and children to find out their views of the club.
- Observations were made of children playing indoors and engaged in outdoor activities.

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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