

Inspection of Quackers Out Of School Club

C/o Northborough School, Maidstone ME14 2BP

Inspection date: 28 June 2021

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy playing in a welcoming and safe environment. They are cared for by long-standing staff who know the children extremely well. Children make good use of the indoor and outdoor space. They have adapted well to the changes made to their routines and the groups they play in due to the COVID-19 (coronavirus) pandemic restrictions.

Children show care and compassion towards each other. They invite both their peers and adults into their play, making sure everyone is involved in activities. Children confidently talk about their likes and dislikes. They behave well, negotiating effectively and taking turns in large-group games. Children display positive attitudes towards their own safety and the safety of others. They remind others to walk carefully down the steps and in the areas that they are allowed to play outdoors, due to recent hazards identified by the school. Children choose what to play with. They confidently request further resources and help themselves to those that are accessible to extend their play.

Children show a good understanding of effective hygiene routines. They follow directions well with regard to handwashing and talk about the importance of keeping healthy. They find shade in sunny weather and ask for drinks frequently.

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

- The management team make effective changes and adapt the provision, due to the pandemic. They provide a consistent and continuous service for working parents. Parents make positive comments, showing an appreciation for all the staff's hard work towards the ongoing care of children attending.
- Staff know the children's interests well. They talk confidently about their characters and their favourite play. They endeavour to provide activities and games that link to children's interests. For example, staff ask to join in children's fantasy games and use their knowledge of their favourite characters to extend their play. They entice others into the group games, encouraging imagination, social play and exercise.
- Staff update their knowledge through training and regular information-sharing. They implement new practices into the session to enhance children's experiences. For example, staff attended playwork training and successfully use their new found knowledge to engage children in further social play.
- Staff act as positive role models for all children. They work well as a team, supporting each other in their responsibilities. Children behave well. They react positively to staff's instructions and questions. They are polite and display good manners. For example, children act quickly when asked to wash their hands for

snack time and say, 'please' and 'thank you' when given their drinks and snacks.

- Children respect each other's differences. They have a high regard for each other and share the delight in other children's successes and achievements. They listen to each other's opinions and respect their likes and dislikes. For example, children express their enjoyment of different fruits but accept that some children do not have the same tastes as them.
- Children are content playing on their own, in pairs and in large groups. They take turns in group games making sure everyone is included. Staff actively engage with all the children, providing them with exciting and stimulating activities, both indoors and outdoors. For example, children explore inks and stamps, creating pictures. They listen to suggestions from staff and make decisions as to what they want to do next.
- Staff endeavour to promote positive partnerships with parents, schools and other agencies. This helps to support a consistent approach to children's care. Staff work very closely with schools to promote children's safety during the pandemic. They continue to care for children in the same peer 'bubbles' that they are in for school.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a clear understanding of their responsibilities to keep children safe. They continually update their knowledge of what to do if they have a concern about a child in their care. They work closely with other agencies to promote the ongoing protection of children. Children play in a safe and secure environment. Staff carry out regular safety checks and make immediate changes, indoors and outdoors, when any hazards are identified. All staff hold relevant suitability checks and are aware of their responsibility to inform the management team of any changes in their suitability.

Setting details

Unique reference number	EY554340
Local authority	Kent
Inspection number	10174620
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 at time of inspection	4 to 11
Total number of places	30
Number of children on roll	54
Name of registered person	Quackersclub CIC
Registered person unique reference number	RP554339
Telephone number	07989840188
Date of previous inspection	Not applicable

Information about this early years setting

Quackers Out Of School Club registered in 2017. It is run by a Community Interest Company and is located in Maidstone, Kent. The club opens Monday to Friday, before and after school, during term time only. There are currently seven staff employed to work with the children. Of these, five hold an appropriate playwork qualification at level 2 or 3, and one holds a qualification at level 4.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector sampled documentation such as staff suitability checks and children's records.
- Children spoke to the inspector about what they liked to do at the setting.
- The manager and the inspector observed children's play in all the areas used by the setting.
- Parents spoke to the inspector about the setting.

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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Piccadilly Gate
Store Street
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