

# Inspection of 115 Club St Luke's

St. Luke's C of E Infant School, Maxwell Road, BOURNEMOUTH BH9 1DL

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Inspection date:

30 June 2021

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

**This  
inspection**

**Met**

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Previous  
inspection

Not Met (enforcement)

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

### This provision meets requirements

Children enjoy their time at the club and develop good relationships with staff and other children who attend. They are excited to share news about their day at school as they arrive. Staff listen with interest and ask questions as children tell them about the new teachers they have met during their 'transition day'. Children know about new routines and boundaries in place due to the COVID-19 (coronavirus) pandemic, and they confidently follow these. For instance, children know to wash or sanitise their hands on arrival and generally stay within the areas used by their 'bubble'. The club had two periods of closure due to the COVID-19 pandemic. Staff continued to communicate well with parents and provided activities for children on their website to keep them involved. Children's behaviour is good. They are helpful to others and respond positively to the praise they receive from staff.

Children eagerly settle down to play with the toys and resources set out by staff, as these reflect their interests well. Staff ensure children have the materials and tools they need to complete their chosen task. They encourage independence, but are always close by to offer help if children need it. Staff recognise the importance of allowing children to complete their activities. Creative work is stored so that children can continue with their project when they next attend. This gives children a strong sense of belonging and pride in their achievements. As children make their box models, they develop physical skills and learn to concentrate and solve problems. When parents arrive, children rush to tell them about the individual parts of their model and how they have made them.

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

- The club staff are kind and caring and have a suitable knowledge of policies and procedures. This helps them to carry out their roles successfully. Staff show a strong commitment to the club and to the children who attend. There are some arrangements in place for staff to share ideas and reflect on the provision for the children. However, there is no clear and consistent system in place to monitor staff practice and ensure that their skills continue to develop over time. Senior management have provided guidance and support since the last inspection, which has helped to ensure improvements are made.
- Once children start at the club, staff quickly get to know them well. However, the written information gained about children's individual needs before they start is not always as detailed as possible. Staff skilfully adapt their levels of support and expectations to each child. This helps children to settle well and have fun. Staff work closely with teaching staff in school. This enables them to provide consistent support for children. For example, a 'now and next box' is used both

in the classroom and at the after-school club, to help reassure children.

- Staff provide good levels of supervision to help keep children safe. They carefully monitor the numbers of children throughout the session, and show a good understanding of where children are playing as they move between indoor and outdoor areas. Risk assessments, including those specific to Covid-19, are effective. This helps staff to ensure the environment is suitable and that adults are deployed effectively to keep children safe.
- Partnerships with parents are strong. Parents report how children are made to feel welcome at the club. They state that children sometimes request to attend additional sessions as they enjoy their time at the club so much. Parents receive daily feedback to update them on children's welfare. They receive regular communication from the provider, and can access the good range of information available on their website. This includes information about activities, policies and staffing.
- Staff focus on the views and interests of children, as they plan and provide activities. For example, books and colouring-in sheets of favourite cartoon characters encourage children to settle and become engrossed in play.
- Staff help children to recognise the importance of healthy lifestyles. They benefit from having good access to outdoor spaces where they engage in energetic play, such as skipping and ball games. Staff provide a healthy snack and drinks throughout the session.
- Staff consistently apply fair boundaries so that children understand how to behave at the club. They use explanations and gentle reminders to help children manage their emotions and consider others. Children are rewarded through the 'traffic light' and 'star chart' systems. This helps them to learn how to behave well and develop strong friendships.

## Safeguarding

The arrangements for safeguarding are effective.

All staff receive training to ensure they can fulfil their safeguarding roles. They demonstrate a suitable understanding of how to recognise potential signs of abuse. They know the procedures to follow should they have any concerns about a child, or the conduct of a colleague. Written policies are in place to support staff, however, some minor information has not been updated to reflect current local information, to ensure this is quick for staff to access. Checks are carried out by the provider to ensure that staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY440061
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10177457
<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>	4 to 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	115 Childcare Services Ltd
<b>Registered person unique reference number</b>	RP531264
<b>Telephone number</b>	07732133378
<b>Date of previous inspection</b>	17 December 2019

## Information about this early years setting

115 Club St Luke's registered in 2011. It is one of six clubs and is located in the Winton area of Bournemouth, Dorset. The club is open during term time only from 7.40am to 8.50am and from 3.10pm to 5.45pm. The provider employs six members of staff, of whom two hold relevant qualifications at levels 3 and 6 and one is currently working towards a level 3 qualification in playwork.

## Information about this inspection

### Inspector

Samantha Powis

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector held discussions with staff to check their understanding of child protection procedures.
- The inspector observed children playing and tracked their experiences during their time at the club.
- Parents and children shared their views and experiences of the club.
- The inspector had several discussions with the manager/area manager to explore leadership and management issues. A sample of documentation was reviewed, including records of attendance, accident records and records of children's information.
- The manager and the inspector discussed the intentions of the club. They observed staff practice together, and discussed how well staff interact and promote children's play and enjoyment.

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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