

Inspection of Mascot Out Of School Care Ltd

Bromet School, Oxhey Road, Watford, Hertfordshire WD19 4SG

Inspection date:

17 September 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 the time they spend at the after-school club. They eagerly make their way over to the spacious, canopied playground area. Enthusiastic staff are there to greet them and chat about their day at school. All staff engage well with children. They participate in conversations to support children's learning. Staff use areas of expertise to develop children's skills further. For example, children seek out specific members of staff to join in their football match.

Children have access to a wide range of activities. They enjoy creating pictures and collages with a variety of arts and crafts materials. Children are free to explore the many physical activities in the exciting outdoor area. For example, children enjoy using the outdoor gym equipment and wooden climbing frames.

Children develop an understanding about healthy lifestyles. They enjoy healthy meals and snacks. Children and staff sit together and share a picnic tea of sandwiches, fruit, and vegetables. Fresh water and fruit are available for children to help themselves to throughout the session.

Children demonstrate they feel secure. They are aware of the setting's rules and that they exist to keep everyone safe. When children are upset or in need of additional support, they approach staff and management for comfort and reassurance.

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

- Children are kind to one another. They play happily together and invite other children into their established games. Staff support children to take turns in activities and consistently role model considerate behaviour and good manners.
- Staff promote children's understanding of what makes them unique. Children are encouraged to celebrate and value one another's individual qualities and characteristics. For example, staff encourage children to share their knowledge and skills with their friends. This promotes children's emotional security.
- Children enjoy investigating the various activities that are available. Staff support children's curiosity by asking meaningful questions during play. For example, in a sports activity, staff help children investigate why the shuttlecock flies higher in the air than the tennis ball.
- The manager and staff develop effective partnerships with all schools the club serves. They are aware if children have struggled during the day at school. The manager has strategies in place which encourage children to discuss their worries and concerns. This helps to support children's emotional well-being.

- The manager and staff establish close bonds with children from the start. Early years children are assigned key workers to support their well-being and development. This helps children to settle quickly at the after-school club.
- The manager supports staff performance through regular supervisions. She swiftly identifies areas for development and provides appropriate training. This supports staff to deliver high-quality care.
- Parents speak highly of the after-school club and the high-quality care staff give. They comment on how their children enjoy their time so much that they often ask to stay longer. Parents value the flexibility of the service offered by managers and staff.
- Staff have clear behaviour management strategies in place to support children's understanding of appropriate behaviour. For example, staff explain to children why it is dangerous to throw their water bottles. They produce a box of soft balls to throw instead.
- The manager and staff support children in keeping themselves safe. Children learn to manage risks when climbing the apparatus and navigating the steep slopes in the playground. Staff also provide age-appropriate activities to develop children's understanding of online safety.
- The manager and staff provide a safe environment for children to explore. They carry out thorough risk assessments on all areas of the setting. The manager and staff also assess the safety of all activities and resources. They make changes where necessary to support children's safety and well-being. For example, when the setting reopened after the COVID-19 (coronavirus) pandemic, staff made up individual activity bags to allow children to enjoy arts and crafts safely.

Safeguarding

The arrangements for safeguarding are effective.

Staff and management have a secure understanding of how to keep children safe. They know the signs and symptoms that could indicate that a child is at risk of harm. Staff and management know the process to follow if they have concerns about a child. The manager supports all staff to complete regular first-aid and child protection training to help keep their knowledge up to date. Staff are vigilant to potential hazards. They supervise children well, ensuring they can always be seen.

Setting details

Unique reference number	2496936
Local authority	Hertfordshire
Inspection number	10194368
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	60
Number of children on roll	100
Name of registered person	Mascot Out Of School Care Ltd
Registered person unique reference number	RP530045
Telephone number	07710255466
Date of previous inspection	Not applicable

Information about this early years setting

Mascot Out Of School Care Ltd registered in 2018 and employs seven members of staff. The after-school club opens during term time. Sessions are on Monday to Friday from 7.30am until 9am and from 3.15pm until 6pm Monday to Thursday. On Friday the after-school club runs until 5.30pm.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic. 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 spoke to children and staff and the manager at appropriate times during the inspection.
- The inspector spoke to several parents and took account of their views.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during 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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