

Inspection of Taverham Breakfast, Afterschool Club And Playscheme

Taverham Village Hall, Sandy Lane, Taverham, Norwich, Norfolk NR8 6JR

Inspection date:

5 November 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's unique personalities, talents and interests are celebrated at this welcoming club. Staff encourage children to be whoever they want to be. They show children how to embrace differences between people and respect each other. Children enjoy their time at the club. They say that they feel safe and confident to talk to the staff about any worries they may have. Children behave very well and respect the club rules.

Children excitedly talk about the 'themed' weeks they have at the club. For instance, they explain to visitors how they previously transformed the club into the magical 'Hogwarts School'. Children took it in turns to pretend to be the school teachers and plan exciting 'lessons' for their friends to take part in. Children's ideas are highly valued by the staff. They have an important role in planning the activities on offer. This helps to develop children's confidence and self-esteem.

All children settle well when they arrive at the club. They quickly choose activities, select healthy snacks and chat to their friends. Children with special educational needs and/or disabilities (SEND) arrive at the club happily and are keen to play. Staff understand their individual needs. They engage all children very well in activities appropriate to their interests and stage of development.

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

- Staff understand what children enjoy doing. They plan and set up a variety of activities based on the ages and interests of the children. Children relax into activities after their busy days at school. They enjoy messy play in the foam and imaginative role play with the doll's house. Older children choose to draw, complete puzzles and play ball games.
- Children are encouraged to develop their independence. They create their own healthy salad pots to eat for snack. Staff help children of different ages to create edible 'sparklers' using breadsticks, melted chocolate and colourful sprinkles. Children concentrate well, receiving support from their older peers.
- Younger children show that they feel comfortable and secure with the club staff. They confidently manage their own self-care and show they are familiar with club routines.
- Parents speak very highly of the service that staff provide. They receive high levels of communication, particularly during the COVID-19 pandemic. Parents say staff kept in regular contact to inform them about changes to operating procedures and hygiene arrangements. Parents are very confident that their children are safe and well cared for. They say how much their children look forward to attending.

- Staff interact very well with children with SEND. They work in close partnership with children's parents. Parents of children who have SEND are extremely complimentary about how their children are valued and looked after. They feel they can concentrate on their work responsibilities, knowing that their children are enjoying their time at the club.
- Children show high levels of engagement in their activities. They choose to role play in the pretend 'office', or style the hair on the mannequins. Children cheer in celebration after they complete a large superhero puzzle that they have been working on for many weeks. Children benefit from physical play each day. They play outside or take part in more active games in the large hall.
- The manager/provider of the club provides strong leadership for her staff team. Staff work very well together and talk positively about the support they receive for their roles. Staff benefit from regular discussions at their supervision meetings and annual appraisals.
- Staff identify areas for ongoing improvements and respond to feedback from parents. For instance, they are working with parents to make arrangements for children to complete homework at the club, where needed. Staff work closely with teachers at the local schools to ensure consistency in children's care.
- At present, one member of the club staff holds the required first-aid certificate. Staff ensure that this staff member is available when children are present. However, on one occasion, the club had to close when this staff member was unavailable. To support the smooth running of the club, it would be beneficial to identify staffs' ongoing training needs and secure places on the appropriate courses at the earliest opportunity.

Safeguarding

The arrangements for safeguarding are effective.

The manager/provider of the club takes her responsibilities to safeguard children seriously. All members of staff receive training on the club's safeguarding procedures. Staff understand signs and symptoms which may mean a child is at risk from harm, including wider safeguarding concerns. They know how to report their concerns within the club and to external agencies. Staff meet with the designated safeguarding leaders at the local schools to share information about children's well-being. Staff work together to ensure that they are not left alone with children, to protect themselves and the children who attend. The manager/provider has suitable systems in place to check staffs' ongoing suitability to work with children.

Setting details

Unique reference number	2497482
Local authority	Norfolk
Inspection number	10206934
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 16
Total number of places	30
Number of children on roll	79
Name of registered person	Kent, Jessica Louise
Registered person unique reference number	2497481
Telephone number	07785263917
Date of previous inspection	Not applicable

Information about this early years setting

Taverham Breakfast, Afterschool Club And Playscheme registered in 2019. There are three members of staff who work directly with the children, including the manager/provider. One member of staff holds a level 3 qualification and one member holds a level 2. The club opens Monday to Friday during term time. It provides a breakfast club from 7.30am to 9am, and after-school club from 3pm until 6pm. The club operates a playscheme from 8am to 6pm, during some school holidays.

Information about this inspection

Inspector

Helen Hyett

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 their evaluation of the setting.
- The manager/provider showed the inspector around the areas of the village hall used by the club. She told the inspector about the security measures in place to keep children safe.
- The manager/provider told the inspector about her aims for the club. She told the inspector how staff plan activities for the children.
- The inspector watched staff interact with children during free play. She observed a planned cooking activity. The inspector spoke to staff to evaluate children's personal development, behaviour and attitudes.
- The manager/provider told the inspector about how she manages the club. She showed the inspector a range of documentation, including evidence of staff suitability checks, first-aid certificates and safeguarding policies.
- The inspector spoke to a number of parents and looked at their written feedback. The inspector talked to children to gain their views.

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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