

Inspection of Quackers Out Of School Club

Royal Air Force, Naphill, HIGH WYCOMBE, Buckinghamshire HP14 4UE

Inspection date: 18 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 enjoy attending the club. They enjoy playing with their friends and talking with the staff. Children enthusiastically join in with a wide range of activities, that complement their learning from school well. For example, children enjoy drawing and colouring. They work with staff to complete jigsaws and play board games. Children have lots of opportunities for energetic outdoor play. This has a positive impact on their good health and understanding of the benefits of following an active lifestyle. On the day of the inspection, children showed great delight at the big piles of leaves that had accumulated outside. They thoroughly enjoyed jumping and running through them and throwing them high above their head.

Children behave appropriately for their age. They know it is important to listen to staff and each other. They understand the importance of sharing and taking turns. When children need a little extra help to follow the rules that keep them safe, staff offer support calmly and clearly.

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

- Staff know children well, including those who need a little extra support with some aspects of their learning. Staff use this information to plan activities that will give children extra opportunities to practise developing skills, while keeping the focus on play. For example, staff encourage some children to practise their cutting and drawing, to help them build the muscles they need for later writing.
- There are strong and supportive links with the host school. These are used well to help keep children safe and healthy. For example, there are procedures in place for sharing details of any accidents or incidents that occur.
- There are warm and respectful relationships between children and staff. Children know to listen to staff and follow their instructions, for example they come in from outside promptly for snack. Staff show an interest in children's lives. Children enjoy sharing their news from school and demonstrating new skills, such as by reading to staff.
- Staff help children assess and manage risks for themselves. This helps children learn how to stay safe. For example, staff encourage children to consider the risks of running too fast down a steep hill and to evaluate the potential consequences.
- Staff organise the sessions well so that all children can get the most out of attending the club, including those children who only attend for a short time each day. For example, staff organise outdoor play early each session so all children benefit from fresh air. Staff offer children an earlier snack if they know they will be leaving early.
- Parents report that children enjoy the club. Parents find the staff approachable

and helpful. They feel well informed about what their children do each day. Parents report that staff offered lots of support and reassurance to help their children settle and enjoy attending, when they first started.

- Staff have opportunities to discuss their role. However, the manager is not currently allocated time to observe staff and evaluate the provision. This means that feedback to staff is not focused on helping them further improve on their existing good practice. Leaders recognise that making this time available to the manager would help further enhance the provision.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes effective steps to keep staffs' safeguarding knowledge up to date. Staff are able to identify and respond to any signs that a child may be at risk of harm or neglect. They have a good understanding of wider safeguarding issues, such as signs that a child may be at risk from exposure to extreme views. They know that any concerns must be shared promptly, in order to help keep children safe. The provider follows effective recruitment procedures to ensure that those employed to work with children are suitable to do so. Staff ensure the premises are safe and secure.

Setting details

Unique reference number	2527485
Local authority	Buckinghamshire
Inspection number	10208347
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	40
Number of children on roll	56
Name of registered person	Quackers Day Nursery Limited
Registered person unique reference number	RP531440
Telephone number	01635 247555
Date of previous inspection	Not applicable

Information about this early years setting

Quackers Out of School Club registered in 2019. It is situated in Naphill, High Wycombe, Buckinghamshire. The setting operates, Monday to Friday, before and after school, term time only. The provider employs eight staff, one of whom holds a level 6 qualification and one of whom holds a level 3 qualification.

Information about this inspection

Inspector

Sarah Holley

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 the evaluation of the provider.
- The provider and the inspector completed a learning walk.
- The inspector and the provider carried out a joint observation.
- Parents and children shared their views.
- The inspector spoke with the provider and staff at convenient times during the inspection.

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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