

Inspection of New House Breakfast and After School Club

Barham C of E Primary School, Valley Road, Barham, CANTERBURY, Kent CT4 6NX

Inspection date:

22 March 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are eager to arrive at the club. They talk excitedly on the way back from their classroom about what they will do there. Children are very settled, confident and happy. They enthusiastically join in with the challenging and interesting play experiences that staff plan for them. For example, children enjoy using real bricks to build a wall as their fort during castle and knight role play. Children enjoy apple bobbing activities and go on to bake apple tarts and apple crumble. All children are confident to communicate their thoughts and ideas.

Children are very polite and behave well. Children write their own club rules to refer to and they know what is expected of them. They have a secure understanding about the importance and benefits of healthy lifestyles. For example, they talk about the importance of healthy eating and following thorough handwashing routines. Children have a wide variety of physical play opportunities. They negotiate space and follow rules and instructions well. For example, children confidently use climbing walls, tree swings, firefighter poles and play games happily together. This includes football and dodgeball.

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

- All staff get to know children and what makes them unique. This includes their likes and dislikes. This helps staff plan activities that they know will keep children motivated and interested in their play experiences.
- All children have high positive levels of self-esteem. They benefit from different experiences that help boost their well-being. For example, children enjoy regular visits from a trained therapy dog. Children find the dog calming and they feel comforted if they feel anxious or sad. Staff have found that there has been a positive impact on children's well-being and their level of anxiety has lowered as a result of the visits from the much-loved dog.
- The manager and staff build and maintain positive partnerships with the teachers at the school that children attend. Staff find out about the children's time at school when they collect them from their classroom. Staff successfully provide children with a positive and consistent link between the school and club. For instance, each day they talk to children about what they have been learning at school.
- Parents speak highly of the staff and club. All staff establish positive relationships with parents. They communicate with them at the end of each day about what they have enjoyed doing at the club. Staff keep parents fully informed and involved. For example, they pass on any information from teachers about their children's time at school.
- The manager and staff effectively evaluate their practice together. At the end of

each day, they reflect on how well they engaged children in their play experiences. They ask children about what they have liked and what they would like to do next. Staff use their findings to support their future activity plans. This helps them to continue to enhance children's enjoyment at the club.

- The manager closely monitors the quality of care and play opportunities staff provide children. He regularly observes staff as they interact and play with them. The manager shares his helpful feedback with staff to support their future performance. He has an accurate overview of the club and he wishes to continue to build on the opportunities they provide children. For example, he discusses that they would like to introduce even more gardening opportunities to build on children's awe and wonder of the natural world.
- All staff attend regular training. For instance, they recently learned about the different ways that they can help motivate children outdoors. As a result, children are enthusiastic outdoors and engage in challenging and highly interesting activities. For example, they confidently and safely use ropes to abseil down slopes.
- The manager and staff support children to develop a sound knowledge and understanding of other peoples' similarities and differences, outside of their own communities. This includes traditions of other countries. For instance, when children learn about Scotland, they look at kilts and try Scottish delicacies, such as cock-a-leekie soup and haggis.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure and confident knowledge and understanding of the safeguarding and child protection policies. They know who to contact to seek advice and how to raise and follow up any potential concerns. Staff keep their safeguarding knowledge up to date. For instance, they attend regular training. Staff provide children with fun safeguarding quizzes to help them understand how to remain safe. Staff complete thorough risk assessments to help keep everyone at the club safe. Children learn how to keep themselves and others safe. For instance, they maturely engage in challenging play opportunities. This includes using knives to whittle and building camp fires to cook on.

Setting details

Unique reference number	EY481972
Local authority	Kent
Inspection number	10228104
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	34
Number of children on roll	70
Name of registered person	Hicks, Jane Lesley
Registered person unique reference number	RP906785
Telephone number	01227 765413
Date of previous inspection	18 October 2016

Information about this early years setting

New House Breakfast and After School Club registered in 2014. It is an out-of-school provision located in the grounds of Barham C of E Primary School, Barham, Canterbury in Kent. The setting is open Monday to Friday from 7.45am to 8.45am and 3.10pm until 6pm, term time only. The setting employs four members of staff, one of whom holds a relevant early years qualification at level 4, one member of staff holds a relevant early years qualification at level 3 and one member of staff holds a level 3 in playwork relevant to the club.

Information about this inspection

Inspector

Kelly Hawkins

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 provider.
- The inspector carried out a learning walk with the manager and nominated individual. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection the inspector spoke to the nominated individual, manager, children, parents and staff and considered 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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