

Inspection of Big Otters

South Otterington C of E Primary School, South Otterington, Northallerton, North
Yorkshire DL7 9HD

Inspection date:

4 April 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 demonstrate high levels of emotional well-being and a strong sense of belonging. Staff collect children from their individual classrooms. They welcome each child by name and ask how their day in school has been. Staff talk to the different teachers when they collect children. This enables any necessary information to be passed to staff and onwards to parents.

Younger children show exceptional imagination skills for their ages, as they work together to make a sleigh. Children concentrate intently on cutting the string. They talk about the string needing to be long enough to pull the sleigh. They work out together how to cut the sticky tape, realising that two children need to hold the tape while one uses the scissors. Children say they need snow for the sleigh to move, and pretend cotton wool is snow. Children are very proud of their creation as they pull the sleigh around the room, telling other children about their design.

Children's behaviour is very good. Children of all ages play together exceptionally well. They show high levels of respect for each other and willingly sharing resources. For example, as children make pictures with beads, they talk together about their school day. Older children show interest in the very young children's time in nursery. Younger children animatedly respond to the questions asked, smiling with delight at this attention. Fine-bead play also supports younger children's developing physical skills and abilities to gain pencil control for early writing.

During the COVID-19 pandemic, staff have put extra measures in place. This includes parents not entering the setting. Parents comment they are exceptionally pleased with the service the club provides. They give glowing comments about the staff and the ways in which the club communicates with them. Children excitedly tell their parents about their time spent in the club, and ask how soon it is before they can go again.

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

- Children know they will have their snack as soon as they come into the club from school. Children prepare for this by hanging up their personal belongings and washing their hands before sitting down. Children say they really enjoy their snacks, liking the variety and choice of foods on offer. Due to the COVID-19 pandemic, staff have streamlined the arrangements for snack to minimise cross-contamination. For example, children are served their savoury food. They have an accompanying choice of fruit and vegetables, which they serve themselves in small groups.

- Staff encourage children's confidence and self-esteem as they give children responsibility for different tasks. For example, older children are eager to be 'drinks monitors' at snack time, diligently ensuring that all children have a drink.
- Partnership with the host school is a key feature of the club. Staff have regular meetings with the early years teacher, where they discuss individual children's learning requirements. Staff ensure they support children's learning at the club with activities that complement what children are learning in the classroom.
- The club supports children with special educational needs and/or disabilities (SEND) exceptionally well. They work in partnership with the school, parents and external agencies to ensure children and families get the help and support needed. This enables their children to achieve to their highest potential.
- Professional development is strong. Staff speak very highly of the support they receive from the manager and of the training they are undertaking. The manager implements systems to ensure that staff's well-being is consistently supported. Staff say they feel valued and enjoy their roles.
- Children always have the choice to play outside and access a range of equipment. For example, older children engage in a game of football and play with balls and racquets. When joined by younger children, they design a game where children take turns in pushing other children in vehicles around the space. Children show their physical skills as they competently manoeuvre the vehicles around obstacles and other children.
- The manager reflects on the effectiveness of the setting. She has high ambitions for how to develop the setting and to provide a broad range of opportunities for all children who attend. Staff take an account of children's views, interests and suggestions. For example, children are encouraged to help to choose resources to buy. This also helps children to understand the value of money.
- Staff consider children's individual needs and interests when planning the activities. They work together on a weekly basis to share information and plan for the following week. Children enjoy the activities and show delight as they engage in play that follows their interests.

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her role to ensure children's safety. She makes sure that all staff's relevant training is kept up to date. Staff know how to identify signs that may indicate when a child may be being exposed to harm. They understand the procedure to follow to report their concerns. Staff know where to find information to help them manage any allegations made against adults working with children. They keep children safe when collecting them from school. Staff have a register of all children attending the club that day. Staff conduct daily risk assessments to ensure that the premises are safe and secure for children.

Setting details

Unique reference number	EY454148
Local authority	North Yorkshire
Inspection number	10229357
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	3 to 11
Total number of places	30
Number of children on roll	47
Name of registered person	Laverick, Natalie Jayne
Registered person unique reference number	RP904461
Telephone number	07774930210
Date of previous inspection	19 January 2017

Information about this early years setting

Big Otters registered in 2012. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one is at level 2. The club opens from Monday to Friday, term time only. Sessions are from 8am until 9am and from 3.30pm until 6pm.

Information about this inspection

Inspector
Denise Charge

Inspection activities

- This was the first routine inspection the setting 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 setting.
- Parents shared their views of the club with the inspector.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector held a discussion with the manager. They reviewed club routines and procedures, and discussed how well staff promote children's play and enjoyment.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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