

# Inspection of Action House Childcare Limited

St. Pauls C of E (Aided) Primary School, St. Pauls Road West, DORKING, Surrey  
RH4 2HS

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Inspection date:

11 April 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### This provision meets requirements

Children are eager to attend the warm and welcoming club. They talk with confidence to the staff and other children. For example, they talk excitedly about which friends they are waiting for at the club that day.

Staff value and seek children's views and opinions. For example, children have an 'ideas book', where they can suggest activities or changes that they would like in the club. Staff encourage children to make decisions on what they want in the club. For example, children voted for a café-style snack time and have created posters and menus to support their vision. This gives children a sense of community and belonging.

On arrival at the club, children choose what they want to do. Staff provide a broad range of activities and play resources for children. Children enjoy an environment in which staff plan activities based on what they know children like to play with. They are fully engaged in the activities that they complete. Children talk to their friends about what they are doing. For instance, they spend time engaged in sewing and embroidery. They talk about the colours that they want to use and show good control with the needle and thread.

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

- Relationships with parents are strong. Parents speak highly of the club and staff. They express how happy they are with the care their children receive. Parents comment that their children talk positively about their day and the activities on offer to them. Staff gather a range of information from parents before children start at the club. This information helps them get to know the children before they start. It also helps to identify important information about the children and understand if they may need additional support.
- Leaders and staff work together to plan activities. They often seek out the views of the children and encourage them to play a part in the planning process. Children know which resources are on offer and make choices about what they want to play with. Staff consider what children have done previously. This helps them to know what to plan for next. Children enjoy learning about different cultures. Staff plan activities to celebrate specific festivals, such as Chinese New Year, Easter and Ramadan. This helps children to develop an understanding of the world around them.
- Staff are well deployed and supervise children's activities successfully. Children know to tell a member of staff before moving between the indoor and outdoor areas. Staff ensure children's safety is given high priority. For example, they use walkie-talkies and communicate with each other when children are moving

between the indoors and outdoors of the club. This keeps children secure. Staff support children to learn how to keep themselves safe. For example, children can talk about the rules of the club and why they must follow them. Older children help the younger ones. For example, they help younger children to design and make construction projects and praise their efforts.

- Children are enthusiastic and talk with confidence to visitors to the club. For example, they show them their painted hands after creating some hand print art. Children explain the different patterns they have made on their hands and how it looks on the board. They display real enjoyment and motivation for the different activities on offer.
- Staff feel valued and supported in their roles by the leadership team. They receive an induction on starting with regular updates to support them to carry out their roles and responsibilities effectively. The owner is reflective and evaluates the service they provide. They recognise the impact that the COVID-19 pandemic has had on the well-being of the children and have introduced 'Well-being Wednesdays' to the after-school club. This is an opportunity for children to discuss how they are feeling in small groups.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their role and responsibility in protecting children from the risk of harm. They are familiar with the signs and symptoms that may indicate that a child's welfare is at risk. Staff are confident about who to report concerns to, including concerns about their colleagues. They have regular discussions with children about how to keep themselves safe, so that their time at the club is enjoyable. Staff conduct daily risk assessments to ensure that the premises are safe and secure for children.

## Setting details

<b>Unique reference number</b>	2555064
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10233456
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	70
<b>Number of children on roll</b>	400
<b>Name of registered person</b>	Action House Childcare Limited
<b>Registered person unique reference number</b>	2555063
<b>Telephone number</b>	07984 405474
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Action House Childcare Limited registered in 2019 and operates from St Paul's C of E Primary School located in Dorking, Surrey. The club employs 20 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club opens during holidays, Monday to Friday. During term time, sessions are from 3.10pm until 6pm. During the school holidays, the club opens from 8.30am until 5.30pm.

## Information about this inspection

### Inspector

Natalie Atkins

## 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 spoke to children and parents during the inspection and took account of their views.
- The inspector had a tour of the premises with the manager and observed the quality of staff's interactions with the children during a variety of activities, indoors and outside.
- The inspector looked at relevant documentation, records and policies. She checked evidence of the suitability of all managers and staff working in the out of-school club.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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