

Inspection of Clubscomplete At Griffydam Primary School

Griffydam Primary School, Top Road, Griffydam, Coalville, Leicestershire LE67 8HU

Inspection date: 13 June 2022

**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 their time at the after-school club. They listen excitedly to staff, who explain what activities are on offer. Children are keen to take part in adult-led activities. For example, children enjoy working together to make scones. They share the resources and take turns to measure out ingredients and stir the mixture. Children practise their small-muscle skills as they squeeze and stretch out the dough. Staff introduce new words to children, such as 'glaze' and 'sift.' Even the youngest children are confident to do things for themselves. They place their bags and water bottles on the designated bench, wash and dry their pots, and access the toilet themselves.

Children enjoy outdoor play. They eagerly take part in a game of dodgeball with staff. Children set up the activity and confirm the rules with each other and staff. Children show good social skills as they decide who is on which team. They laugh as they run and jump to avoid the ball. This supports children's developing muscle strength and coordination skills. Children are learning how to be safe with gentle reminders, where necessary. For example, when children walk around with untied shoelaces, staff explain that they may trip and hurt themselves.

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

- Staff encourage children to persevere. For example, children completing a large jigsaw puzzle say it is too difficult. Staff gently suggest ideas that may work. Children work together to find the corners and the edges. Staff praise them as they make progress on the puzzle. This encourages children to keep trying.
- Staff help children to manage their emotions. For example, staff recognise when children are upset. They allow children time to talk about what is bothering them and look at a way to resolve this. Children state they do not like it when they fall out with each other, but that staff help them sort things out.
- Staff support children's interests. For example, children are eager to play a game they have not played before. Staff take time to explain the rules. Children take turns and carefully count the counters to check if they have won. They show delight at their achievement. Staff provide extra challenge and help children recognise diagonal, horizontal and vertical lines. This supports their growing mathematical knowledge.
- Staff are good role models and are consistent in their guidance to children. To this end, children behave well. They are polite and notice when others need help. For example, older children readily support younger children to understand how to use resources. In addition, they show interest in what younger children are drawing and talk to them about this. Children are learning how to be kind and help each other.

- Staff support children's language and communication skills well. They engage in meaningful conversations with children and listen to their views and opinions. Staff gently correct children's terminology. For example, children talk about wanting to be a 'cooker' when they are older. Staff ask if they mean 'baker?' Children agree and they chat with each other about what a baker would do. This helps children become confident communicators and further develops their social skills.
- Staff provide children with a range of healthy snacks to choose from. They remind children to wash their hands before eating and when they have touched their face. Children know this is to wash away germs. Children are developing good hygiene practices.
- Leaders, managers and staff work closely with the host school. They are keen to involve parents and children in the evaluation of the provision. Parents speak highly of the club and state their children enjoy attending and are safe and happy. Children have developed warm relationships with staff. They say they like attending the after-school club as they get to play outside. This contributes to the positive atmosphere within the club.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the different types of abuse and the possible signs that may indicate a child is at risk of harm. They know what procedure to follow if they have concerns. They are confident in their knowledge of how to report concerns about another member of staff. All staff have completed relevant and up-to-date safeguarding training. The setting is secure and routinely checked to ensure the ongoing safety of children. For example, any spills are quickly cleaned up by staff to avoid children slipping. Leaders ensure safer recruitment checks are conducted and ensure the ongoing suitability of staff working with children.

Setting details

Unique reference number	EY548298
Local authority	Leicestershire
Inspection number	10143541
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	5 to 11
Total number of places	30
Number of children on roll	35
Name of registered person	Clubscomplete Limited
Registered person unique reference number	RP548295
Telephone number	01530 412750
Date of previous inspection	Not applicable

Information about this early years setting

Clubscomplete At Griffydham Primary School, located in Coalville, Leicestershire, registered in 2017. The club employs two members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 3, and one holds an appropriate early years qualification at level 2. The club opens from Monday to Friday term time only. Sessions are from 7.30am until 8.45am and 3.15pm until 6pm.

Information about this inspection

Inspector

Susan Hyatt

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager, nominated individual and the inspector completed a learning walk together of all areas of the provision.
- Children spoke to the inspector about what they enjoy doing while they are with the after-school club.
- The inspector observed interactions between staff and children.
- The inspector carried out a joint observation of a baking activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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