

Inspection of Little Treasures Academy Afterschool Club At Madley Brook School

Madley Brook and Springfield School, Cedar Drive, Witney OX28 1AR

Inspection date: 16 June 2022

The quality and standards of early years provision	This inspection	Met
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	Previous inspection	Met
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What is it like to attend this early years setting?

This provision meets requirements

Children are happy at the club, and they demonstrate that they know the routine well. They confidently enter the room and hang up their personal belongings before sitting to enjoy the activities that are readily available to them. Children of all ages interact and play well together and enjoy purposeful conversations with staff and each other. Children demonstrate friendly behaviour towards their peers as they compliment each other on the drawings and colouring they have done. Children are proud of their achievements and staff praise them for their efforts. For instance, as they learn how to thread bands for their bracelets, they are rewarded with comments, such as 'Well done' and 'I knew you could do it'. This supports the children's emotional development well.

Children have many opportunities to be creative and play imaginatively. For example, they have great fun creating 'soups' and 'meals' for their friends with the play food. Other children enjoy dressing and playing with dolls, which they dress up as princesses and talk about them going in the carriages to go to the show. Staff promote children's communication and language skills well. They talk to the children engagingly and ensure all ages have opportunities to share their opinions and be part of meaningful conversations.

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

- There have been recent changes in the staffing at the club, however, this has had no impact on the care and support the children receive. The staff work well together and know the children in their care. Good relationships are seen between staff and the teachers at the school. Daily exchanges on pick up help the staff meet the needs of the children for the session.
- Staff provide children with a good range of experiences, which supports their interests and complements their ongoing learning. For example, as children play shops, staff talk to children about the price of foods and what change they will get from the notes they have given. This supports children's problem-solving skills and mathematical understanding.
- The provision is safe and secure, staff are well deployed and are aware of the whereabouts of children. Suitable risk assessments are in place to minimise risks to children, while allowing the children opportunities to play and explore. For instance, cones are used outside to show children how far they can go when playing in the large recreational area. Children learn how to keep themselves safe. For instance, they are reminded about the importance of not playing in the doorways, to keep these areas clear in case of an emergency.
- Staff support children to be independent. They encourage them to help clear away toys and see to their own needs. For instance, seeing to their personal

needs and hygiene. Children receive a healthy light tea. However, the organisation of teatime is not as proficient as other routine activities. For instance, children are left waiting a long time before they receive their toppings for their tea.

- Staff praise children regularly, which promotes their self-esteem and confidence well. However, at times, some children do not receive consistent messages from staff to help them manage their behaviour. In particular, how their actions might affect others.
- Partnerships with parents are good. For example, staff keep parents up to date about their children's time at the club through regular discussions. Parents comment positively about the staff and activities available to their children.
- Strong recruitment, induction and ongoing appraisal programmes are in place. This ensures that all staff working with children are safe to do so and are confident and capable in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to safeguard children. They know the signs and symptoms they need to be aware of to safeguard children. Staff know how to make referrals within the organisation and the procedures to follow if this needs to be cascaded to relevant outside agencies. The leadership team ensure that all staff keep their safeguarding knowledge and skills up to date. They provide all staff with yearly training, update them on any legislation changes and quiz staff on their knowledge regularly.

Setting details

Unique reference number	EY546715
Local authority	Oxfordshire
Inspection number	10243404
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	32
Number of children on roll	30
Name of registered person	Living Waters UK Limited
Registered person unique reference number	RP528699
Telephone number	01993700123
Date of previous inspection	3 December 2019

Information about this early years setting

Little Treasures Academy Afterschool Club At Madley Brook School registered in 2017. It operates from Madley Brook Primary School in Witney, in Oxfordshire. The club is open Monday to Thursday, 3pm to 6pm, during term time only. The club employs four staff. Of these, three have qualifications at level 3 and one is unqualified.

Information about this inspection

Inspector

Tracy Bartholomew

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 observed how the staff interact with the children at the club.
- The early years manager completed a joint observation and feedback to the inspector.
- The inspector spoke to the managers, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents to gain their views on the service they receive.
- Children spoke to the inspector about the activities they took part in.

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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