

# Inspection of The Drop Off

Little Houghton C Of E Primary School, Lodge Close, Little Houghton, Northampton,  
Northamptonshire NN7 1AF

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Inspection date: 21 June 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 attend this setting before and after their school day. They show how much they enjoy their time here by entering enthusiastically with smiles on their faces. After school, children spend a short amount of time completing their homework before they explore the activities which are on offer. Staff are on hand to help children with their homework, they listen to younger children read and set extra challenges such as 'word searches' to extend children's learning even further. Children are focused and concentrate well during this time. Through this, they learn that it is important to plan homework time into their daily routine.

Children enjoy a healthy snack and a warm meal each afternoon. This helps them learn about healthy eating and encourages them to maintain a healthy lifestyle. Staff use mealtimes as an opportunity to discuss oral health, and what children can do to keep their teeth clean and strong. Children learn about different fruits and how to eat them. For example, with support from staff they safely cut a kiwi fruit in half and scoop out the flesh. Staff consider children's opinions and food preferences when planning the daily menu. Children say that they enjoy the food that is provided and that mealtimes are a highlight of their time in the setting.

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

- Staff build children's confidence and self-esteem through their encouraging interactions. Children are motivated by the praise and support staff provide. For example, staff support children to make musical instruments. They help children develop their practical skills through showing them how they can find the end of a sticking tape roll. Children then complete this task for themselves and demonstrate pride in their achievement.
- Staff provide opportunities for children to strengthen their social skills as they encourage turn taking. Together, children negotiate the rules of a game. They happily participate and graciously accept defeat when they do not win, and congratulate their friends on their success. This creates a harmonious environment for children to play and learn.
- Staff support children to respond to instructions and to respect boundaries put in place to keep them safe. For example, when children start to explore a part of the school grounds which they should not, staff remind them of the previously agreed rules. Children act quickly to rectify their wrongdoings.
- Staff suggest to children that they spend some time outside. This encourages them to get fresh air and provides an opportunity for them to participate in more active activities. Children play football with their friends. They cooperate well as they enjoy this team game.
- Staff teach children about how they can keep safe in the sun. They remind

children to wear a hat while they play outside and encourage them to apply sun cream. This helps children learn how to take care of their bodies and keep themselves safe.

- Staff provide opportunities for children to take controlled risks in their play. Children independently explore and climb trees. Staff appropriately supervise them. They offer reassurance and share suggestions how children can move their bodies to keep themselves safe as they climb.
- The manager embeds effective strategies to communicate with parents. Staff have daily conversations with them to share information about their individual child's activities and care. The manager uses an electronic system to share news and general messages with all families. Parents confirm there is excellent communication between staff and themselves. They describe relationships as feeling like 'one big family'.
- Staff are happy in their roles. They describe how they are made to feel valued. New staff say they feel welcome and part of the team. They explain that they know what they should be doing because of the thorough induction that they have received.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. They know the signs to look out for which might suggest a child is at risk of harm. The manager makes sure staff are knowledgeable by providing regular training opportunities and reaffirms their understanding during team meetings. Staff recognise risks to children as they get older, such as, potential online grooming. They know what to do if they have a concern of this nature. Staff make sure the premises are safe and secure. They complete daily risk assessments so that hazards are identified and addressed. The manager confirms the ongoing suitability of staff to fulfil their roles.

## Setting details

<b>Unique reference number</b>	2569714
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10239445
<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 10
<b>Total number of places</b>	20
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	The Drop Off Partnership
<b>Registered person unique reference number</b>	RP550228
<b>Telephone number</b>	01604 890788
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Drop Off registered in 2017. It provides care for children before and after school, and in the school holidays. It operates from Little Houghton C of E Primary School, Northampton. The setting employs three childcare staff. Two of which hold relevant qualifications at level 3.

## Information about this inspection

### Inspector

Charlotte Whalley

## 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 provision.
- The manager and inspector completed a tour of the setting together and discussed the activities that were on offer for children.
- Children confidently communicated with the inspector during the inspection.
- The inspector spoke to one parent during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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