

# Inspection of Early Birds & Night Owls After School Care

St Michael's Primary School, Apton Road, Bishops Stortford CM23 3SN

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Inspection date:

27 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 are very happy and settled in this after-school club. Staff are mindful that children need space to unwind from their day at school. Quiet areas provide opportunities for children to do this. As the children settle in, they choose from a wide range of activities. Some children choose building bricks from the resource cupboard. Others become engrossed in making dough with staff. They squish and squeeze the dough and push in objects, such as keys, to make shapes in it. Children use a rich range of vocabulary. They describe how they are 'going to give it some texture' as they add different things to the dough.

Interactions between staff and children are positive and respectful. Children's self-esteem and confidence are nurtured as they receive positive feedback on their achievements. Staff have high expectations for children's conduct and behaviour. They act as good role models and as a result, children behave exceptionally well. Strong friendships are formed among children of different ages. Children show respect for each other and their environment as they work as a team to help tidy away toys.

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

- Staff provide activities and experiences that capture children's curiosity and motivate them to learn. Children become deeply engaged as they follow their own ideas and interests. They mix herbs and water together in the play kitchen. They learn about volume as they pour the mixture into different containers. Staff use commentary and open questioning to promote children's critical thinking and problem-solving. They know when to step back to allow the children to follow their own lines of enquiry.
- Children have plenty of opportunity to be physically active in the outdoor play area. They line up patiently as they wait for staff to escort them outside. Children enjoy playing tennis with each other, as they work on perfecting their serve. They enjoy exploring fruits and flowers that have fallen on the ground as they add them to their potions they are making. A forest walk around the perimeter of the field provides opportunities for the children to explore nature.
- Staff offer children healthy snacks and home-cooked meals. They learn about different fruits as they hold discussions around the table with their peers. Independence is promoted as children help prepare for dinner as they lay cutlery and plates down on the table. They enjoy serving their own food.
- Members of staff ensure that children have a strong voice in the provision. They have opportunities to contribute ideas for future activities and complete questionnaires on how they think they can improve the provision. Staff are responsive to their ideas, enabling the children to feel empowered.

- Staff support children with special educational needs and/or disabilities well. They engage with the school and parents, incorporating effective strategies to help improve outcomes for children. Enhanced training opportunities for staff allow them to focus their skills to help meet the needs of these children. For example, all staff are trained in sign language so they can support children with their communication and language.
- The management team form good partnerships with parents. Parents report that their children are well cared for. They receive regular information on how to keep their children safe, for example, online safety and keeping children safe in the water. Tips are shared on how children learn in order to support children's learning at home. Regular questionnaires are sent to parents and leaders use this information to reflect on the service they offer and implement improvements that benefit children.
- The manager has a good oversight of her team. Regular team meetings and supervision sessions allow staff to receive feedback on their practice. They discuss training needs and any concerns they may have. This allows any emerging issues to be addressed and managed quickly. Staff have access to a well-being officer who provides additional support to them. They report feeling valued and well supported.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate good awareness of the signs and symptoms of potential abuse and/or neglect, including broader safeguarding matters, such as female genital mutilation. They are clear about how to report a concern. Leadership and management have clear expectations of staff. They provide regular training to ensure staff are fully aware of any risks and how to take action. There are comprehensive policies detailing information for staff to access when required. There are robust processes in place to manage safe recruitment. Regular risk assessment in the setting ensures that children are kept safe at all times.

## Setting details

<b>Unique reference number</b>	EY548941
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10130758
<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>	15
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Lynskey, Hayley Marie
<b>Registered person unique reference number</b>	RP910703
<b>Telephone number</b>	07745262676
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Early Birds & Night Owls After School Care is an out-of-school provision based in St Michael's Primary School, Bishops Stortford. It operates term time only, from 7.30am until 8.50am, and 3pm until 6.30pm. There are four members of staff; three of whom hold a relevant qualification at level 3 and one at level 6.

## Information about this inspection

### Inspector

Emily Woodhead

### 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 manager and has taken that into account in their evaluation of the club.
- The manager took the inspector on a learning walk around the club. The inspector held regular discussions with the manager and the staff.
- The inspector spoke to children and parents during the inspection and took account of parents' written views of the club.
- The inspector looked at relevant documentation. This included evidence of staff suitability, risk assessments, and a selection of policies and procedures.

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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