

Inspection of Club 4 School Ltd

Watermore Primary School, Lower Stone Close, Frampton Cotterell, Bristol,
Gloucestershire BS36 2LE

Inspection date: 5 July 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 enter the club happily, and quickly engage in chosen activities which are well thought out to meet their interests. They play harmoniously and any disputes are quickly resolved. Children listen well to instructions, for example to line up to go outside or for their snack.

Children confidently explain to the inspector how to use loom bands and patiently show her how to create designs. They are very creative and show great pride in their achievements. For example, children design watermelons and pizzas using paper plates and a range of materials.

Children show great imagination in their play. They confidently add resources, such as wooden blocks, to build runways for their aircraft. Children thoroughly enjoy playing card games. Older children help younger ones to understand the rules. All are good at taking turns, and take losing in their stride.

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

- Staff know children well and gather essential information from parents when children start, to help them settle quickly into club life. They carefully considered children's emotional well-being during the COVID-19 pandemic to ensure they were well supported by a familiar adult. The play space is well organised and activities consider children's interests, requests and topics studied in school. Children have good opportunities to play quietly after a busy day at school or to be physically active.
- Children love being outside and thoroughly enjoy the timber trail. They know how to keep themselves and others safe, while assessing risk well. Children climb and balance confidently, playing alongside their friends. They show great imagination as they create adventures to escape the dinosaurs that are chasing them.
- Children behave well and understand rules and expectations that keep them safe. Staff manage behaviour calmly and in an age-appropriate manner. They listen to children when disputes arise and help them to resolve these independently, while showing great respect for children's views.
- There are good care practices. Staff ensure that medication is stored securely. It is administered with consent from parents, and any medication administered by the children themselves is recorded accurately. Staff have good understanding of the procedures to record any accidents or existing injuries and to monitor these effectively.
- There are good partnerships with parents. Parents value the communication they receive and the care given to their children. Staff ensure they greet parents

at the door and pass on any information from the school. Staff keep parents well informed of children's activities, both verbally and electronically.

- There are strong links with the school. There is a good exchange of information with the class teacher when children are collected. Staff work closely with school's inclusion officer to ensure children's needs are met.
- There are good induction arrangements to enable staff to be confident in their role. New staff shadow experienced staff and receive good coaching from leaders. All staff receive ongoing support for their professional development. The leaders have a high focus on retaining staff and supporting their well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a high regard for children's safety at the club. Staff use their risk assessments well to provide children with a safe and secure environment. Children are supervised well. There are good arrangements to ensure children are collected by known and authorised adults. Staff have good knowledge of the possible signs that a child is at risk of harm. The designated safeguarding lead understands her responsibilities to report any concerns about a child to the school and other agencies promptly. There are robust recruitment arrangements to ensure staff are suitable for the role and remain so.

Setting details

Unique reference number	2570969
Local authority	South Gloucestershire
Inspection number	10239143
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	50
Number of children on roll	185
Name of registered person	Club4school Limited
Registered person unique reference number	2504338
Telephone number	07779275350
Date of previous inspection	Not applicable

Information about this early years setting

Club 4 School Ltd registered in 2020 and operates from the hall within Watermore Primary School in Frampton Cotterell, Gloucestershire. The club is open from 7.45am to 9am and 3.20pm to 5.45pm Monday to Friday during term time only. There are five members of staff who work directly with the children, one of whom has an early years qualification at level 6.

Information about this inspection

Inspector

Rachael Williams

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 had a tour of the premises and discussed with the provider how they organise activities.
- The inspector considered the written views of parents and spoke with parents and children.
- Discussions were held with leaders and staff.
- A sample of documentation was observed.

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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