

Inspection of Queens Park Academy - Mini Ambers

Queen's Park Academy, East Way, Bournemouth, Hampshire BH8 9PU

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 arrive happy and keen to attend the club. They settle in quickly and understand the familiar routines. Children choose from the good range of activities staff provide to complement their development in school. These include crafts, creative and building activities and group games. Children engage well in the activities and the room buzzes with chatter and laughter. They enjoy active play outside to develop physical skills, such as climbing, balancing and swinging along apparatus on the play trail. Children share positive views of the club, saying they want to 'stay all day'.

Children demonstrate extremely positive attitudes and behaviour. Staff have high expectations of children's behaviour, which reflects the school's values. Children listen well, follow instruction, treat others with consideration and include one another fairly, and older children befriend and support younger children kindly. They learn to negotiate roles and cooperate with one another, for example when creating games and building models together.

Staff help children to learn how to keep themselves safe. For example, they remind children of the consequences of walking with their hands in their pockets and running indoors.

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

- Staff prepare well-organised sessions for children's arrival. They know the children's personalities and interests well, which helps them to support children's well-being and to provide their favourite activities. As a result, children thoroughly enjoy their time at the club.
- Staff welcome children warmly when they arrive and take an interest in their news. They encourage children to share things about themselves each term to help them get to know one another better. New children attending are paired with another child. This helps them to make friends, to understand the club values and expectations of behaviour, and to feel secure.
- Staff join in children's play with interest and encourage them to talk about their ideas and creations. They provide children with fun challenges, which they enjoy. For example, staff ask children if they can construct a tower taller than them with the bricks they are building with.
- Children develop healthy lifestyles in the club. For example, staff ensure children have a nutritious breakfast on their arrival and time to play actively before the start of the school day.
- Partnerships with parents are good. Staff allow time to communicate well with parents from the start of the day, and keep them informed of any news or

events from the club sessions.

- Staff maintain excellent working partnerships with the school. They communicate daily with the children's teachers and school staff, and attend the school's meetings and training sessions throughout the year. This helps to ensure a consistent approach to meeting children's needs and welfare.
- The strong management of the setting ensures all requirements are met, staff and children are valued, and children benefit from well-managed and enjoyable sessions. The manager provides coaching and guidance for staff to ensure they provide consistently good standards of care for children.
- Staff reflect on the quality of the provision to make ongoing improvements. For example, they now ask parents to drop children off at the school entrance to create a more secure environment for children. Staff have plans in place to extend the older children's 'prefect' role to the younger children, to encourage their leadership and involvement in the club.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their child protection roles and responsibilities. They attend regular training sessions within the school. This helps them to understand the wider safeguarding risks to children and signs that might indicate a child is at risk of harm. They know the correct procedures to follow if they have concerns about a child or member of staff. The management team follows secure recruitment and vetting procedures to ensure staff are suitable to work with children. They maintain a secure environment to keep children safe.

Setting details

Unique reference number	2510562
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10194578
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	90
Number of children on roll	247
Name of registered person	Ambers Group Ltd
Registered person unique reference number	RP557893
Telephone number	01202 526079
Date of previous inspection	Not applicable

Information about this early years setting

Queens Park Academy - Mini Ambers registered in 2019 and is situated in Bournemouth, Dorset. It opens each weekday from 7.40am to 8.40am and from 3.15pm to 5.45pm during term time only. The group employs seven members of staff, who have relevant experience and training.

Information about this inspection

Inspector
Bridget Copson

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 staff and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a tour of the premises and discussed how they use the space and activities to meet children's interests and needs.
- The inspector observed activities and the quality of the staff's interactions with the children. She discussed the effectiveness of session with the manager.
- The inspector sampled a range of documentation and discussed the management's knowledge of the requirements of the early years foundation stage.
- The inspector took account of children's views.

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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