

Inspection of School's Out Henleaze

Henleaze Infant School, Park Grove, Westbury-on-Trym, BRISTOL BS9 4LG

Inspection date:

20 July 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enter the club happily and choose from a broad range of activities. They are confident to select their own resources independently from a well-stocked cupboard. Some children enjoy a quieter activity after school, such as making badges. Children take time to design their badges. They are confident to talk to the inspector about the shapes and colours they are using and to explain that 'N is for ninja' and holds special powers. Children wait patiently for their turn to use the press. Staff encourage independence and support children to have a go at using the press. Children show pride in their achievements. They are keen to wear their badges and show their friends and staff.

Children are well versed in the club's routines and behave well. Reception children place their belongings on a peg and find their snack and drink bottles. They find familiar adults and sit with them to eat their snack and talk about their day. On occasion, younger children are not encouraged to wash their hands before they eat. Staff are friendly and children form respectful relationships with them.

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

- Children have good opportunities to be outside and physically active. Generally, they climb the larger equipment safely and purposefully. Children thoroughly enjoy using a variety of resources to make bubbles. They play companionably, chasing and popping them together. They use language well to describe what they are doing and to explore their ideas with their friends.
- Staff establish clear routines with children so that they understand behavioural expectations. Staff give gentle reminders throughout the session and ensure children understand the possible consequences. Recent staff training has ensured there is consistency in practice, such as using a traffic light system and positive handling.
- There is good communication with the school to ensure children's smooth collection from the classrooms or playground. Staff know who they are collecting and follow up on any absences promptly. Staff pass on any information they receive from the school to parents. Children are only released into the care of known and authorised adults.
- Staff work closely with the school and parents to ensure children's individual needs are met, especially for those children with special educational needs and/or disabilities. Staff follow healthcare and individual support plans successfully. Any additional funding is used efficiently to support children's engagement and attendance, such as one-to-one support.
- There are robust recruitment and induction arrangements to ensure staff are clear about their roles and responsibilities. Leaders ensure that all suitability

checks are completed. Those staff who are waiting for enhanced criminal records checks and barred list checks understand that they do not work alone with children.

- Leaders provide good support for staff's professional development. There are regular supervision meetings to discuss play cues, playwork principles and using positive language. Before a session, managers engage staff in an activity to share knowledge and good practice, such as exploring British values and what these mean in the club.

Safeguarding

The arrangements for safeguarding are effective.

Staff maintain an accurate daily attendance record. They are vigilant and keep each other well informed when children move between the inside and outside environments. Staff use risk assessments appropriately, including those for large outdoor play equipment, to provide a safe space the children to play. Staff are deployed effectively to ensure close supervision of children. Staff have a good understanding of the possible indicators that a child is at risk of harm. Those with lead responsibilities for escalating concerns understand procedures to refer promptly to other agencies.

Setting details

Unique reference number	EY359805
Local authority	Bristol City of
Inspection number	10233713
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	60
Number of children on roll	120
Name of registered person	School's Out Henleaze
Registered person unique reference number	RP905299
Telephone number	07847 479 626
Date of previous inspection	21 September 2016

Information about this early years setting

School's Out Henleaze registered in 2008. It is managed by a voluntary committee. The after-school scheme is open each weekday during school term times from 3.30pm to 5.45pm. The holiday scheme operates from 8.15am to 5.30pm each weekday during school holidays, except for Christmas week. The setting employs 40 staff. Of these, nine hold relevant childcare or playwork qualifications. The manager and one other staff member hold qualified teacher status.

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 viewed the areas used by the club and discussed the safety and suitability of the premises.
- The inspector viewed staff interactions with the children.
- The views of parents and children were considered.
- The inspector and the deputy manager held a leadership meeting to discuss staff suitability and to review required documentation.

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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