

Inspection of Premier Wraparound Care Waterbeach Primary School

Waterbeach CP School, High Street, Waterbeach, Cambridge CB25 9JU

Inspection date:

2 November 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 speak with staff, and are eager to have their healthy snack. They eat bagels with fresh vegetable and fruit. Children are aware of the routine for the session. They know that when they arrive, they need to wash their hands before eating. Older children understand that once they have eaten, they vote on the sports activity to take part in. Staff provide activities for younger children that extend what they are already learning at school. They use pencils and paint to design their own polar bears as they talk about the Arctic.

Good manners are encouraged, and staff model the correct language to use. Children are encouraged to politely ask others to pass items to them. Children's behaviour is generally good, with occasional reminders required to encourage this. For example, when plastic bricks are thrown down, a staff member reminds them to be gentle with the toys and to treat them with respect. Children enjoy socialising with their peers. They chat and share information about their day. Children experience a range of activities that encourage them to share, interact and play alongside each other.

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

- The after-school club is managed well. It has positive links with the school, holding regular meetings together. Activities are provided that support and extend the children's school curriculum. Information is shared daily by the school when staff collect children to attend the club.
- Parents and children have the opportunity to share their views about the provision. They complete questionnaires, enabling the club to make any changes that may be needed. Managers are keen to ensure that families feel valued.
- Parents state that they are happy with the provision. They like the range of activities supplied, and they recognise and know the staff who are caring for their children. Parents feel that communication from staff at the club is good.
- Staff go through a robust recruitment system. They complete a formal and practical interview, and undertake a thorough induction process. This allows them to observe practice and undertake training prior to working within the setting. Staff feel supported in their daily practice. They share information and plans for the session before children arrive.
- Staff support children to make choices. Older children vote on which physical activity to take part in. However, staff do not always remind children to take their water bottles during these activities so they can rehydrate themselves. Staff encourage younger children to decide whether to use paints or pencils to create their artwork.
- When children are collected from school, staff ensure that all relevant

information is gathered from the teachers; if a child has had a head injury, for example. This ensures that staff can monitor the child and share this information with parents on their arrival.

- All staff know the children well. Younger children seek them out to share their ideas or to show them artwork. Older children are engaged by staff, who play chess, hold snooker tournaments or have a chat. This enables children to feel safe and secure.
- Children are confident to approach visitors. Staff introduce visitors to the children and explain the purpose of their visit. They are aware of children who may be more apprehensive about new people and offer support to them.
- Managers support families who would like their children to attend other after-school activities. For example, some children attend ballet immediately after school and are then collected by a member of staff to attend the after-school club. Managers have excellent procedures in place to ensure that they are aware of where children should be at specific times of the day.
- Children with special educational needs and/or disabilities (SEND) are encouraged to take part in all activities. The special educational needs coordinator speaks with pride about the support provided and the progress children make. Staff at the club work closely with the school and parents to ensure that children's needs are met.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of safeguarding. They understand the signs of abuse and are clear about their procedures should they suspect any type of abuse. They understand their role in regard to the 'Prevent' duty. Safer recruitment procedures ensure that staff have all checks completed prior to working with the children. Managers have regular safeguarding meetings with the school. This ensures that they are all working together to safeguard children. Managers are aware of where to signpost families should they need some extra support

Setting details

Unique reference number	2598784
Local authority	Cambridgeshire
Inspection number	10251506
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	58
Number of children on roll	112
Name of registered person	Simpson, Gareth Lee
Registered person unique reference number	2515846
Telephone number	01223 718988
Date of previous inspection	Not applicable

Information about this early years setting

Premier Wraparound Care Waterbeach Primary School operates from two rooms within Waterbeach Primary School, Cambridgeshire. The club also has access to the outside area. It registered in 2020 and is for children who attend Waterbeach Primary School. It provides a variety of activities for children in Reception to Year 6 classes.

Information about this inspection

Inspector

Denise Clayton

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 manager showed the inspector the premises and discussed how they ensure that it is safe and suitable.
- Children spoke with the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing while with the after-school club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.

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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