

Inspection of Skeats

St. Peters Rc Primary School, Grange Road, Leatherhead KT22 7JN

Inspection date: 9 January 2023

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 are confident, happy and emotionally secure in this friendly club. They receive a warm welcome from the caring staff team, which helps them to settle in quickly. Children have great ownership over their play choices. They have plenty of opportunities to develop their imagination through craft activities. For example, they create 'zip lines' from balls of string. Children work together sharing their ideas. This helps children develop positive relationships with each other.

Children experience a variety of physical games. For instance, they thoroughly enjoy playing football with the staff. Furthermore, children create their own playground games and jump and skip joyfully. There are ample opportunities for children to develop their large-muscle skills.

Children play harmoniously together. They are kind and thoughtful. For instance, older children often invite younger children into their games outside, such as football. Children behave very well. They respect each other's opinions when they play together. This reinforces their self-confidence and emotional well-being. Staff have high expectations of children's behaviour and are good role models. Children are confident members of this club. They say that they have fun and love the club.

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

- Staff use their knowledge of what children like and are interested in for planning and providing a good range of activities. This keeps children engaged and involved. For example, children further develop their creative skills as they flick their paint brushes to create landscapes scenes. Children are confident members of this club.
- Staff effectively support children's physical well-being and their understanding of a healthy lifestyle . For example, children choose from a range of nutritious food and snacks, such as toast and fruits. Staff talk to the children about the benefits of eating fruits. Mealtimes are sociable occasions; children talk about their interests and home events.
- Children challenge their bodies physically. They show perseverance and good strength when using the swing bars and running up the small hills. Furthermore, children play various ball games, running and jumping as they do so. Children benefit from the fresh air and exercise; this supports their health.
- Staff interact and support children well, which enables children to enjoy their time in the club. For example, they effectively support children's interests and listen to their ideas. Children practise their skills, such as using scissors and sticky tape, as they make models. This builds muscles in their hands and hand-to-eye coordination.

- Staff are positive role models. They encourage good manners and are respectful of the children's choices. This supports children's good behaviour. Children are thoughtful and show care for their club environment. For example, after they finish their activities, they wash the paint pots and wipe the tables. This helps develop children's independence and self-esteem.
- Parents speak very positively about the club and the different play activities that are offered to their children. Staff use daily conversations to inform parents about their child's individual needs. Parents state that the communication is helpful to continue their children's interests at home.
- The manager ensures that staff receive regular supervisions. This helps them to reflect on their own practice. The staff report that they feel supported and valued.
- The manager continuously reflects on the quality of her provision. She has regular meetings with staff to discuss their roles and key children. Although staff complete mandatory training, for example, first aid, their training is not always tailored to their professional development goals. This means staff do not always have the opportunity to gain new knowledge to further support their role in play.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff team understand how to identify the signs and symptoms that could indicate a child is at risk. They clearly understand how to report any concerns about children's welfare or the behaviour of another adult. Staff are aware of the whistle-blowing procedures if they feel that managers are not addressing any concerns. The manager implements a robust recruitment and induction system and ensures that all staff are suitable. Staff make sure that children are able to play in a safe and secure environment, using risk assessments and following detailed policies and procedures.

Setting details

Unique reference number	2610140
Local authority	Surrey
Inspection number	10263746
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	33
Number of children on roll	61
Name of registered person	Genevier, Noelle
Registered person unique reference number	2610138
Telephone number	07923441893
Date of previous inspection	Not applicable

Information about this early years setting

Skeats Out of School Club registered in 2020. The club is located in St. Peters RC Primary School, Grange Road, Leatherhead, Surrey. The out-of-school club offers care from 7.30am to the start of the school day and from the end of the school day until 6pm, term time only.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the club 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 club.
- The manager and the inspector completed a learning walk together. The inspector observed staff practice and considered the impact on children's play experiences.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector sampled the setting's documentation, including evidence of staff's suitability.

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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