

# Inspection of S4K Home Club - The Royal School

The Royal School, Windsor Great Park, Windsor SL4 2HP

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Inspection date: 9 January 2023

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

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are excited and enthusiastic when they arrive at the club. After they are warmly welcomed by friendly staff, they confidently choose from the resources available and start to play with their friends.

Activities are well planned, to motivate children and to support their developing skills and abilities. Children are able to enjoy time outdoors, where they can participate in group activities or have free time, choosing from the resources on offer, such as building blocks and board games.

Children behave well and are kind towards each other. Staff are good role models and remind the children of the rules of the club, such as saying 'please' and 'thank you' and tidying up after activities. Staff give plenty of praise and encouragement, which boosts children's confidence and motivates them to have a go at all activities.

Staff create a warm and friendly atmosphere, and they genuinely enjoy interacting and having fun with the children. They are sensitive to the children's feelings and needs, supporting them well. Staff are experienced in working with young children and respond well, to ensure that their individual needs are met. This promotes children's confidence and fosters a strong sense of belonging.

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

- Staff have high expectations, and children respond well to clear routines and boundaries. Staff are sensitive to the children's feelings and needs. They spend time talking to them, showing interest in their thoughts and views, including their day at school.
- Children benefit from a range of age-appropriate and stimulating activities. Children enjoy arts and crafts activities and are confident to express their ideas. For example, children are engaged and show high levels of concentration as they make a birthday card for the club leader. Staff are on hand to help younger children to write the card and skilfully extend their literacy learning.
- The atmosphere in the club is positive, and children respond well to learning new games and activities. For example, children are excited to play 'ocean tag'. They squeal with joy as they run around pretending to be fish and not to get caught by the shark. This supports their physical and mental well-being successfully.
- Clear routines provide children with a good structure to their time at the club. This helps them to keep occupied and ensures that their needs for rest and refreshment are addressed. Children enjoy snack time with their friends, where

they have plenty of opportunity to communicate and engage with each other. Staff use this time to teach children about the importance to stay hydrated after exercise.

- Partnership working with parents is positive. For instance, parents complete an 'All about me form' prior to their children starting. This contains information about children's interests, likes and dislikes and ensures children's individual needs are met. Staff exchange information with parents at pick-up times so they are aware of their children's day and to provide continuity of care. Parents state that they are happy with the care that their children receive and that they enjoy their time at the club.
- The provider has ensured that the club is inclusive. They support children with additional needs well and further work in partnership with parents and the local school. For example, managers meet with the school staff on a termly basis to share information and to find out what children are learning at school.
- Managers provide staff with a robust training and supervision schedule and are committed to providing high-quality care. Staff speak highly of the managers and report that their input is valued and supported with ongoing and regular training.
- Leaders and managers evaluate the provision on a regular basis and fully understand where improvements need to be made. This includes providing consistent leadership and staff within the club to further support the continuity of care.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, managers and all staff have a good understanding of their role to keep children safe. They are aware of the possible indicators that could suggest a child is at risk of harm and know the correct procedure to follow if they have any concerns. The leadership team implements robust recruitment and vetting procedures. These help to ensure that staff are suitable to work with children. An induction process ensures that new staff are aware of their role within the club. All staff undertake regular training, to help keep their safeguarding knowledge up to date. Leaders risk assess the parts of the premises that are accessible to children.

## Setting details

<b>Unique reference number</b>	2637752
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10257579
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 9
<b>Total number of places</b>	30
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Sport4kids UK Limited
<b>Registered person unique reference number</b>	RP535382
<b>Telephone number</b>	01784 434274
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

SK4 Home Club – The Royal School registered in 2021 and operates from The Royal School, Windsor Great Park, Berkshire. The setting operates an after-school club from 3.15pm to 5.30pm, Monday to Friday, term time only. Two members of staff are employed, one of whom holds a relevant level 3 qualification.

## Information about this inspection

**Inspector**  
Katharina Hill

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector conducted a learning walk through all areas of the setting with the manager, who explained the club's activities.
- The inspector spoke to parents on the day of the inspection and took their views into account.
- The inspector observed the quality of interactions during activities and assessed the impact of these.
- The inspector looked at a sample of documentation, including evidence of suitability and training records.

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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