

Inspection of Future Stars Coaching at Manorbrook Primary School

Manorbrook School, Park Road, Thornbury, Bristol, Gloucestershire BS35 1JW

Inspection date:

20 December 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

Friendly staff welcome the children into this energetic holiday club. Children enter happily and seek out their friends. All children become deeply engaged in their chosen activity. For example, a group of children explore the table which has plastic construction bricks on it. They share their ideas and thoughts as they build their creations. Once completed, they engage in role-playing games with their models as they move around the room together. This encourages children's imagination and creativity.

Staff support children's physical health well. The staff encourage the children to participate in a wide range of activities that support their physical and social development. For example, the children play a game of crazy tag. They listen to the rules and safety instructions given by the staff. The children chase one another around the hall. This allows children to get out of breath, which supports their overall health and well-being. If children tag at the same time, they giggle as they play 'rock, paper, scissors' to decide who is out.

The children build good connections with the staff. Younger children seek out key persons to help them resolve conflicts and to invite them into their play. Staff offer the children lots of praise and encouragement, which helps build their confidence and self-esteem.

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

- Children engage with a range of different board games, which engages the children socially and encourages critical-thinking skills. For example, the children sit and play the board game, Guess Who? They ask each other questions to determine which person they might be. The children notice the difference in the people and have to think about what question to ask next. They communicate well with each other by taking turns and asking questions. When the game is completed, they continue with another game showing high levels of engagement.
- Staff feedback that they enjoy working at the holiday club and feel valued by the management team, who offer lots of support and guidance. Staff attend regular supervision sessions, where they are given constructive feedback. This helps to raise their practice to a higher level. Staff complete regular training online and complete an induction that outlines all policies and procedures. This ensures that staff know their job roles and responsibilities.
- The leaders gain information from parents when they register to highlight children's current interests, which they use to plan a range of activities. The parents receive daily feedback on what their children have been doing and

weekly newsletters to overview learning. The staff engage parents in the children's activities and learning. For example, the children create Christmas poems for a competition where the parents vote for the winner. Staff give parents advice on healthy eating and online safety. The holiday club offers a free place and lunch during the holiday periods to families in need.

- Staff meet the needs of all children effectively, including children with special educational needs and/or disabilities. Staff follow individual plans and work closely with the parents to ensure that the children feel safe and secure at the club. They ensure that all children feel included in the activities and their interests are incorporated into the environment.
- Children confidently communicate with each other. They feedback that they enjoy coming to the holiday club where they get to have lots of fun and see their friends. The children can be heard giggling and having fun in their social groups. For example, some children sit and practise plaiting each other's hair as they make links to real-life experiences. Other children explore plastic toy hoops. The hoops keep falling down. The children show determination as they pick them up and keep on trying. This builds resilience and a can-do attitude to learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is also the safeguarding lead, is clear on her responsibility to ensure that children are safe from harm. The staff demonstrate that they can identify the different signs and symptoms of abuse and how to report any concerns about a child. The manager and her team members know to report any allegations made against staff to the relevant authorities. They remain vigilant about online safety and ensure that the children do not access any personal devices at the club. The manager keeps adequate records of the relevant information and ensures that safer recruitment policies are followed.

Setting details

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| Unique reference number | 2572508 |
| Local authority | South Gloucestershire |
| Inspection number | 10249073 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory 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 | 50 |
| Number of children on roll | 110 |
| Name of registered person | Future Stars Coaching Ltd |
| Registered person unique reference number | RP562123 |
| Telephone number | 01275 867128 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Manorbrook Childcare Provision registered in 2020 and operates from the grounds of Manorbrook School in Bristol. It is one out of seven school clubs run by Future Stars Coaching Ltd. It opens from 8am until 5pm each weekday, during the school holidays.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the provider's first routine inspection 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 observed staff practice and children's experiences across a variety of activities.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector held a meeting with the manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the club.
- Children spoke and engaged with the inspector during the inspection.

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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